R E P O R T R E S U M E S

ED 013 241 SP 001 273

NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL. REPORT OF PHASE ONE, A STUDY OF AUXILIARY PERSONNEL IN EDUCATION.

BY- BOWMAN, GARDA W. KLOFF, GORDON J.
BANK STREET COLL. OF EDUCATION, NEW YORK, N.Y.

PUB DATE SEP 67

EDRS PRICE MF-$1.00 HC-$9.52 238P.

DESCRIPTORS- ADMINISTRATION, AUXILIARY LABORERS, EDUCATIONAL OBJECTIVES, *EDUCATIONAL PROGRAMS, *PROGRAM DEVELOPMENT, PROGRAM EVALUATION, *SCHOOL PERSONNEL, *TEACHER AIDES, *TEACHER ROLE, TEACHER EDUCATION, TEACHERS,

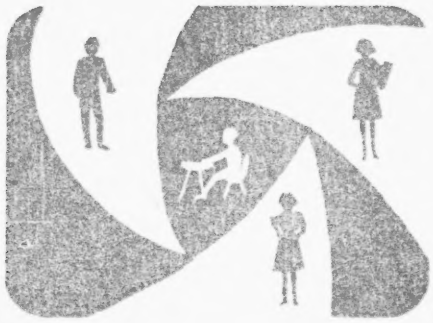
BECAUSE OF THE COMMON PRACTICE OF HIRING UNTRAINED AUXILIARY SCHOOL PERSONNEL, 11 DEMONSTRATION TRAINING PROGRAMS WERE ANALYZED TO PROVIDE GUIDELINES FOR FUTURE TRAINING OF SUCH PERSONNEL. THIS REPORT SUGGESTS THAT SUCH PERSONNEL NOT ONLY AID TEACHERS AND ADMINISTRATORS IN RELIEVING THEM OF DUTIES, BUT ALSO FIND EMPLOYMENT AND TRAINING FOR THEMSELVES. OFTEN THEY PROVIDE NEEDED INDIVIDUAL ATTENTION FOR PUPILS. INITIAL PROBLEMS CENTERED AROUND THE RELATIONSHIP OF THE AUXILIARIES TO THE PROFESSIONALS. THE PRELIMINARY INDICATIONS OF THE DEMONSTRATION TRAINING PROGRAMS ARE THAT CERTAIN PRECONDITIONS ARE NECESSARY FOR SUCCESS--(1) ROLE DEFINITION AND DEVELOPMENT SHOULD BE CARRIED OUT IN TERMS OF THE CLASSROOM DUTIES OF BOTH THE PROFESSIONAL AND THE NONPROFESSIONAL, (2) TRAINING SHOULD ENCOMPASS TEACHERS AND ADMINISTRATORS, TOO, AND SHOULD BE EXTENDED TO PROVIDE FOR INSERVICE PROGRAMS AND COOPERATION WITH LOCAL HIGHER EDUCATION FACILITIES, AND (3) INSTITUTIONALIZATION SHOULD OCCUR TO INCORPORATE THE AUXILIARY PERSONNEL INTO THE SYSTEM. THE INSTITUTIONALIZATION WOULD PROVIDE FOR THE INTEGRATION OF THE AUXILIARIES INTO THE SYSTEM AS PERMANENT PERSONNEL, WITH A CLEAR STATEMENT OF GOALS AND PROCEDURES WORKED OUT IN ADVANCE FOR SPECIFIC TASKS. ALSO THE AUXILIARIES SHOULD BE OFFERED OPPORTUNITIES FOR UPWARD MOBILITY SUCH AS FURTHER EDUCATION BUT NOT COMPELLED TO ACCEPT THEM. (RP)

OCT 2 1967

New Careers and Roles in the American School

Garda W. Bowman and Gordon J. Klopf

ED013241



A STUDY OF AUXILIARY PERSONNEL IN EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Bank Street College of Education
for the Office of
Economic Opportunity

NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL

GARDA W. BOWMAN and GORDON J. KLOPF

REPORT OF PHASE ONE
A STUDY OF AUXILIARY PERSONNEL
IN EDUCATION

BANK STREET COLLEGE OF EDUCATION
103 EAST 125th STREET
NEW YORK, N.Y. 10035
FOR THE OFFICE OF ECONOMIC OPPORTUNI
SEPTEMBER, 1967

The research reported herein was performed pursuant to a contract with the Office of Economic Opportunity, Washington, D.C.

P R E F A C E

Bank Street College of Education is conducting a study of auxiliary school personnel for the Office of Economic Opportunity. This report entitled "New Careers and Roles in the American School," is prepared in response to the many requests for information received by the Office of Economic Opportunity and the U.S. Office of Education. The report's content is based on observations made from visits to the fifteen demonstration training programs participating in the Study and on consultations with representatives of professional organizations and school systems. Case studies of five illustrative programs are included.

The College appreciates the cooperation of the participating institutions and school systems, and is grateful for the guidance of the consultants and advisers who have given so generously of their time and professional wisdom, and for the cooperation of the auxiliary personnel, without whose interest and frank reactions this Study would have had little meaning.

John H. Niemeyer

President

BANK STREET COLLEGE OF EDUCATION

TABLE OF CONTENTS

PREFACE i

THE APPROACH 1

INTRODUCTION AND SUMMARY OF RECOMMENDATIONS 2

THE PROCESS 12

OVERALL DESCRIPTION AND ANALYSIS 18

COMPOSITE PICTURE OF THE FIFTEEN DEMONSTRATION PROJECTS 19

ANALYSIS OF ROLE PERCEPTIONS 47

ILLUSTRATIVE CASE STUDIES 57

A PROGRAM FOR TEACHER EDUCATION AND PARENT-TEACHER AIDES IN A CULTURALLY DIFFERENT COMMUNITY -- Sponsored by Berkeley Unified School District, Berkeley, California 58

A PILOT PROGRAM TO TRAIN TEACHERS -- Sponsored by Detroit Public Schools, Detroit, Michigan 83

THE NEW CAREERS TRAINING PROJECT -- Sponsored by Institute for Youth Studies, Howard University, Washington, D.C. 105

A PROJECT TO TRAIN AUXILIARY SCHOOL PERSONNEL (TEACHER-AIDES) IN CONJUNCTION WITH AN NDEA INSTITUTE FOR ADVANCED STUDY FOR TEACHERS OF DISADVANTAGED CHILDREN -- Sponsored by University of Maine, Orono, Maine 130

A PROJECT TO TRAIN AND DEMONSTRATE THE ROLE OF NONPROFESSIONALS IN EDUCATION -- Sponsored by University of California Extension, Riverside, California 150

CONCLUSIONS 166

MAJOR FINDINGS AND RECOMMENDATIONS 167

IMPLICATIONS OF THE STUDY 178

THE TASK AHEAD 185

APPENDICES 192

DEMONSTRATION TRAINING PROGRAM PARTICIPATING IN THE STUDY OF AUXILIARY PERSONNEL IN EDUCATION 193

ADVISORY COMMISSION 195

STAFF OF THE STUDY OF AUXILIARY PERSONNEL IN EDUCATION 197

GRAPHIC PRESENTATIONS OF PROGRAM DATA 198

ACTIVITY SHEET 208

FINDINGS FROM ANALYSIS OF VARIANCE AND CORRELATION MATRIX 218

COMPOSITE SCORES FOR ALL PROJECTS RE: AIDES' PERCEPTION OF THE HELPFULNESS OF SUGGESTED ACTIVITIES IN DESCENDING ORDER FOR POSTTEST 222

CLUSTER ANALYSIS BY PROJECTS 229

THE APPROACH

INTRODUCTION AND SUMMARY OF RECOMMENDATIONS

> The newly emerging individual can attain some degree of stability and eventually become inured to the burdens and strains of an autonomous existence only when he is offered abundant opportunities for self-assertion and self-realization. He needs an environment in which achievement, acquisition, sheer action, or the development of his capacities and talents seems within easy reach. It is only thus that he can acquire the self-confidence and self-esteem that make an individual existence bearable or even exhilirating.
>
> Eric Hoffer

The only constant factor in mass society of the late twentieth century has been frequently identified as the inescapable fact of change. The pace of change varies enormously, however, from one facet of modern society to another. Changes in public awareness of the needs for human service, for example, have accelerated at a far more rapid rate than changes in the social institutions designed to meet these needs.

The educational enterprise is known for the lag between conceptualization and implementation. One causative factor in the prevailing rigidity in school systems is that persons who have been successful in traditional patterns of teaching behavior are the evaluators of new teachers and the decision makers in school administration. Another dynamic in resistance to educational change is the overemphasis by school systems, by professional associations, and by many educational researchers upon role differentiation -- that process whereby

professionals are set apart from others with particular reference to status and role prerogatives. Such a process usually involves rigid definition of functions universally applied regardless of the particular needs and available resources in a given situation at a given point in time.

Upon the static and self-perpetuating structure of the educational enterprise, several convergent forces -- social, educational, and economic -- have had catalytic impact. The gap between expanding needs for school services and the availability of professional personnel to meet these needs reached critical proportions in the late sixties. New dimensions in educational concepts and technology required a more complex role for teachers. Heightened awareness of the special learning needs of disadvantaged children and of the communication blocks that often exist between middle-class professionals and lower-class pupils called for closer linkage between school and community. The plight of undereducated persons unable to compete in an increasingly automated society pointed to the need for a new entry level to careers of human service with opportunity for upward mobility on the job. Finally, and most importantly, new resources became available to school systems through the O.E.O., M.D.T.A., Title I and Title III of E.S.E.A., the Nelson-Scheuer Amendment to the Poverty Act, and the Javits-Kennedy Act for Impacted Areas, all of which provided Federal funds for the employment of low-income nonprofessionals in education.

The "New Careers Movement,"[1] so-called, was created as a response

1 The term "New Careers Movement" derives from a book by Arthur Pearl and Frank Riessman entitled New Careers for the Poor: The Nonprofessional in Human Services, New York: The Free Press, 1965.

to these interrelated educational and social developments. More literally, this is a movement to establish a new entry level to old careers in the human services -- an entry level at which the economically and educationally disadvantaged person may make a useful contribution to society. The key word in the title of this new movement is "Careers," which indicates an opportunity for upward mobility rather than "dead-end" jobs of a menial nature. This is one of the essentially innovative components of the current thrust toward the utilization of nonprofessionals in the public service, which has captured the imagination of many seminal thinkers in American education.

Actually, the training and utilization of relatively unskilled, low-income workers in the public service is not a new phenomenon. Indeed, as early as the seventeenth century, in England, the Elizabethan Poor Laws included a provision that those unable to find "gaineful" employment and dependent upon the state be placed in workhouses and trained to perform "community improvement" work. The workhouses were probably far from an ideal setting, and the nature of the "community improvement" work was not likely to be dignified or meaningful, but the concept of training the unemployed to perform needed public service is apparent in this provision.

In the United States an organized program based on this concept was first developed under the Works Projects Administration and the National Youth Administration three decades ago. Particular emphasis was placed on this concept in N.Y.A., under which unemployed out-of-school youth as well as potential dropouts were trained and placed as nonprofessionals in the human services. In its 1940 annual report, the N.Y.A. reported more than 13,000

youths trained for and performing nonprofessional tasks in the fields of health, education, recreation, welfare, corrections, and the arts. Liquidated in 1943, the N.Y.A. appeared to have no concrete programmatic follow-up in terms of the continued utilization of auxiliary personnel, but the idea had been implanted in this country, and its application was progressively strengthened during the 1940's in the fields of corrections and health.

In 1953, the first major experiment in the utilization of auxiliary personnel in American education was undertaken in Bay City, Michigan, with funds from the Ford Foundation.[2] Unlike the Elizabethan Poor Laws, the W.P.A. and the N.Y.A., which were primarily concerned with providing work opportunities for the unemployed, this program was designed to increase teacher effectiveness by freeing teachers from the necessity of devoting a disproportionate amount of time to nonprofessional functions. There followed two similar studies financed by the Ford Foundation: the Yale-Fairfield (Connecticut) Study and the Rutgers (New Jersey) Plan. The aim of these experiments was to assist administrators in preserving quality education in the face of severe shortage of professional personnel, the rising costs of education, and the resultant problem of oversized classes. The teaching profession appeared to react negatively on the whole to an employment device which would assign available educational funds to the employment of untrained personnel rather than to the employment of more teachers. Some observers believe that the resistance created among teachers by the emphasis on budgetary considerations

2 Decade of Experiment: 1951-61, New York: The Fund for the Advancement of Education, the Ford Foundation, 1961, pp. 431-67.

in the Bay City experiment retarded progress in the development of auxiliary personnel within school systems for at least a decade. Others see this experiment as a milestone in the history of this movement. Many less ambitious projects followed, but no major breakthrough occurred in the late fifties and early sixties.

In the mid-sixties, the employment of auxiliary personnel in schools and in other human services rose sharply, responding primarily to the availability of Federal funds on a massive scale for such purposes in the Office of Economic Opportunity, the Office of Education, and the Labor Department, as a part of Congressional implementation of the overall War on Poverty.

The focus upon creating jobs for the unemployed in the N.Y.A. approach and the emphasis upon budgetary considerations which prevailed in the Bay City experiment had not produced lasting results. The planners of the current new careers movement sought a rationale and a focus which would have more lasting impact. A salient dimension of the new approach was the emphasis on the right of all persons to essential human services. This was coupled with an increased awareness of the extent of human needs and the paucity of existing services.

A second innovation in the planning for auxiliary personnel in the current scene was the shift from the creation of entry level jobs leading nowhere to the concept of a career ladder, with training available at each step for those who seek and merit upward mobility.

A third and vital difference between the current and previous

programs for utilization of auxiliary personnel lay in the emphasis upon the involvement of low-income workers as participants in the process of problem-solving, rather than as recipients of the wisdom and beneficence of those far removed from the realities of poverty. This approach has been variously described as the "consumer as participant" concept or -- to borrow a definition from the field of corrections -- "using the products of a social problem to cope with the problem."

A fourth essential component of the new careers movement was a more systematic approach to the program, including role development, training, and institutionalization of auxiliary personnel as a stable and integral part of public service.

It is to the fourth concern that this Study is directed. The Study is based on the assumptions that (1) Role Development is a dynamic of each learning situation rather than an ineluctable pattern of functions, status, and prerogatives; (2) Employment without Training of both nonprofessionals and the professionals with whom they are to work militates against the desired outcomes; and (3) Institutionalization of auxiliary personnel into the structure of public service is a prime requisite for productivity of the new careers movement.

SUMMARY OF RECOMMENDATIONS

In essence, the experience in the 15 demonstration programs which were operating in 1966 seemed to indicate that it is not likely that the desired outcomes from the utilization of auxiliary personnel in a given

school situation would be realized unless certain pre-conditions to their use were established, so as to avoid or resolve some of the difficulties which are likely to occur without informed, thoughtful, and cooperative pre-planning.

A summary of the recommendations is presented below, based on the experiences, thus far, in role development and training demonstrations. The recommendations refer to all types of auxiliaries, not merely to those from low-income groups.

1. Role Definition and Development

... That role specifications of auxiliaries be defined initially, in order to provide a frame of reference for a new set of relationships, thus preventing either underutilization by unconvinced professionals or overutilization by administrators faced with manpower shortages.

... That role definition, which indicates "the givens," be balanced with role development, which gives variety and scope to the program.

... That overemphasis on role differentiation and role prerogatives be avoided, together with their concomitants of rigidity and divisiveness.

... That the funttions of individual auxiliaries and of the professionals with whom they work be developed reciprocally in terms of the dynamics of each specific situation.

2. Training

a) Preservice

... That the program be planned cooperatively by school systems, institutions of higher learning, community action agencies, professional staff, and participants.

... That there be preservice training of auxiliaries to develop communication skills and other concrete skills as well as some of the basic understandings needed for success during their first work experience, thus bolstering self-confidence and encouraging further effort.

... That there be orientation of both the administrators and the professionals with whom the auxiliaries will be working, including an opportunity for the expression of any doubts or resistance which may exist, and for consideration of the new and challenging leadership role of the professionals vis-a-vis the nonprofessionals, and also the new supervisory role of administrators vis-a-vis teacher-auxiliary teams.

... That a practicum be included in all preservice training -- i.e., a field experience where professionals and nonprofessionals try out and evaluate their team approach, under the close supervision of the training staff.

... That the school system or systems in which the auxiliaries are to work be involved in the planning, thus enabling the trainers to render the program more relevant to the employment situation.

... That hiring precede training, wherever possible, so that trainees will be given orientation for an actual job assignment.

... That professionals and nonprofessionals who will be working together on the job receive preservice training on a team basis.

b) Inservice

... That there be a comprehensive, continuing, in-depth program of development and supervision of auxiliaries closely integrated with a long-term program of stable, open-ended employment, so that each level of work responsibility will have comparable training available.

... That mechanisms for process observations and feedback be developed with a spirit of openness to suggestion so that dynamic role concepts and relationships may emerge which are relevant to each specific situation.

... That both group and individual counseling be available.

... That the training of professionals and nonprofessionals on a team basis, started in preservice, be continued and intensified in inservice training, with emphasis upon competent supervision.

c) Higher Education (on work-study basis)

... That the cooperation of two-year colleges (both junior colleges and community colleges) be sought in the development of programs for auxiliaries who would move into roles requiring more knowledge and skills than at the entry level; for example, library-aides might have one or two years' training in the objectives and procedures of library operation, and counselor-aides might have special training in guidance principles.

... That the cooperation of colleges of teacher education and departments of education in institutions of higher learning be sought in two respects: first, by providing educational opportunities for auxiliaries who desire to qualify for advancement to the professional level, and second, in incorporating into their curriculum the expanded role concept of the teacher as one who is able to organize appropriate resources, both human and material, in meeting the needs of children.

Since the demonstration programs conducted for the first phase of the Study in 1966 were primarily for the purposes of role development and

training, institutionalization -- the focus of the second phase of the Study -- was not a significant component of these demonstrations. However, in every training program, the need for institutionalization was stressed by staff and participants alike. They believed that the anticipated benefits had been realized in their training experience, but they also believed that training for jobs that were not stable or were at best "dead-end" would be frustrating to the participants. The following recommendations on institutionalization are, in effect, a look into the future rather than a look backward at the 1966 demonstration programs. They represent the needed developments, as perceived by innovators in the field, for the optimum effectiveness of auxiliary personnel in American education.

3. Institutionalization

... That when and if a school system decides to utilize auxiliary personnel, the program be incorporated as an integral part of the school system, not treated as an extraneous and temporary adjunct to the system.

... That goals be thought through carefully, stated clearly, and implemented by means of definite procedures.

... That there be cooperative planning by the school systems, local institutions of higher learning, and the indigenous leadership of the community served by the schools, both before the program has been inaugurated and after it has been institutionalized.

... That each step on the career ladder be specified in terms of job descriptions, salaries, increments, and fringe benefits, moving from routine functions at the entry level to functions which are more responsible and more directly related to the learning-teaching process with appropriate training available at each stage of development on a work-study basis.

... That encouragement of those who desire to train and qualify for advancement be expressed in such a way that others who prefer to remain at the entry level feel no lack of job satisfaction, status, and recognition of the worth of their services -- in other words, that there should be opportunity but not compulsion for upward mobility.

... That time be scheduled during the school day or after school hours with extra compensation[3] for teachers and auxiliaries and other professional-nonprofessional teams to review their team experiences and plan together for the coming day.

... That the purpose and process of staff development be re-examined in the light of the needs of this program.

... That parents be involved in the program both as auxiliaries and as recipients of the services of family workers.

... That professional groups and associations be involved in the original conceptualization as well as in the continuing program development.

... That certification be explored fully and that action be deferred pending the results of such exploration.

... That an advisory committee of school administrators, supervisors, teachers, auxiliaries, parents, community leaders, and university consultants be established to evaluate and improve the utilization of auxiliaries in each school where such a program is undertaken.

---

3 This arrangement would vary according to the pattern established in each school system.

THE PROCESS

The Study of Auxiliary Personnel in Education is being conducted by Bank Street College of Education, pursuant to a contract with the Office of Economic Opportunity in Washington, D.C. The contract was entered into in March, 1966, and extends through February, 1968.

This is an exploratory, developmental study of (1) role definition and development, (2) training, and (3) institutionalization of auxiliary personnel in American education. Phase I, which is reported herein, was concerned primarily with the first two areas of concern -- role development and training -- while Phase II will focus upon the third area of concern -- institutionalization.

PURPOSES OF STUDY

1. To contribute to an understanding of the problems that might be faced and the values that might be realized through the utilization of auxiliary school personnel, with special reference to the utilization of low-income workers in this capacity.

2. To identify those aspects of role development, training, and institutionalization of auxiliary personnel which either block or facilitate construttive outcomes for pupils, parents, teachers, the auxiliaries, and the system or sub-system within which they function.

3. To formulate hypotheses about new modes of interaction as individuals with a wide range of skills, training and potential engage in the educational enterprise.

BASIC HYPOTHESIS

The basic hypothesis is that the utilization of low-income workers as auxiliary personnel in school settings may, with appropriate role develop-

ment, training, and institutionalization, have positive outcomes for pupil learning, home-school relationships, teacher competence, the development of auxiliaries as workers and persons, and the system in its totality.

TYPES OF ANALYSIS

1. Empirical analysis was based on observing, analyzing, and coordinating a nationwide network of 15 demonstration training programs financed by the Office of Economic Opportunity during 1966-67, in which uniform instruments were administered and group interviews were conducted. (See Appendix A)

2. Normative analysis was developed by convening specialists from various disciplines, from community leadership, and from government to share experiences and to plan for the utilization of auxiliary personnel in such a way as to support and enhance the learning-teaching process, provide employment opportunities for economically and educationally disadvantaged persons, and, at the same time, protect professional standards.

ANALYSIS OF FIFTEEN DEMONSTRATION TRAINING PROJECTS

1. Purposes

a. To identify certain functions currently performed by professionals which might appropriately be assigned outright to auxiliaries, as well as those in which assistance by nonprofessionals under professional supervision might have value.

b. To develop some possible roles for auxiliaries in school settings with a job description for each type and level of role, in sequence -- the job description to establish limits (i.e., a floor and a ceiling), but not to be applied rigidly and divisively.

c. To demonstrate training processes which may facilitate effective utilization of auxiliary personnel -- training both for the nonprofessionals and for the professionals with whom they will be working.

d. To identify those characteristics of auxiliaries which appear to have an effect upon their success, both in training and on the job.

e. To explore principles of institutionalization of auxiliaries into

a school system, including such factors as recruitment, selection, opportunities for stable employment with the chance of upward mobility, orientation for administrators and teachers, and a long-term program of inservice training for the auxiliaries themselves.

(Note: Item e. above will be stressed in Phase II of the Study, which will analyze on-the-job situations in selected projects.)

2. Sources of Data

a. Role perceptions of auxiliary-trainees, professional trainees, and instructional staff, as revealed by pre- and posttesting in each project by means of a uniform questionnaire.

b. Demographic data and personal characteristics of auxiliaries, the latter revealed by testing of personality and cognitive factors.

c. Grades assigned by the projects' staff to auxiliary-trainees for satisfactory completion of the program.

d. Process observations by local research personnel in each individaal project and by members of Visitation Teams sent to each project by the overall Study.

e. Group interviews with auxiliary-trainees, professional trainees, and instructional staff conducted by the chairman of each Visitation Team.

f. Reports, lesson plans, daily schedules, and other written materials developed by each project.

3. Methodology for Treatment of Data:

The treatment of the data was descriptive and analytical. The descriptive function was fulfilled by the preparation of brief profiles of each project which present some alternative models for training nonprofessionals and for the incorporation of auxiliary personnel into the learning-teaching process, together with the rationale for each project's basic approach to this challenge.

For the analytic function pre- and posttesting of role perceptions by auxiliaries, teacher-trainees, and instructional staff were conducted utilizing a uniform questionnaire or check list of suggested activities. Consensus regarding the helpfulness or frequency of these suggested auxiliary functions, as perceived by the respondents, was analyzed with particular reference to rank-order. The methodology and analysis of pre- and posttesting of role perceptions are presented in the section on Analysis of Role Perceptions.

WORK CONFERENCES

Involvement of the 15 project directors and their local research directors in the formulation of the design and instrumentation was stressed as an important dynamic of the process. Multiple judgment was also sought and utilized through the participation of an Advisory Commission, selected to represent various disciplines, points of view, and experiences, and also chosen with a view to geographical distribution. Included were professionals and nonprofessionals, educators, psychologists, sociologists, researchers, and representatives of professional organizations. (See Appendix B)

Four Work Conferences were convened for cooperative planning at each step of the process -- one with the Advisory Commission on the basic rationale of the Study and three with project directors and/or research directors of individual projects, at which criteria for the cooperating projects were established, instruments and research procedures agreed upon, and, finally, experiences and self-evaluations shared.

CONCEPTUAL CONSULTATIONS

Five Consultations were conducted to develop principles for the training and utilization of auxiliary personnel through the sharing of ideas and constructs of knowledgeable people. Specialists were convened to consider the conceptual framework for the Study. These Consultations served to clarify, reinforce, and extend the insights gained from the observation and analysis of specific programs.

The Consultations also served a catalytic function through the involvement of educators and community leaders in the process of developing

principles and considering possible practices for the effective utilization of auxiliary personnel in school systems in their respective communities.

Another function served by the Consultations was that of providing inservice training for the Study staff. The degree of emphasis on this outcome was greater during the early Consultations. As the Study progressed and the staff became more knowledgeable, the emphasis shifted from inservice training to more participation by staff in the conceptualization. The later Consultations opened with a staff report on the Study findings thus far.

The strategy followed was that of informal participations, not formal presentation. The input was designed to stimulate, not to delineate. The value of mind striking fire on mind was demonstrated in the discussion period and in the continuing communication among concerned individuals which ensued after the Consultation through correspondence and intervisitation. The number of participants was rigidly limited in order to facilitate interaction.

The five conceptual Consultations follow a developmental pattern in terms of the needs at various stages of the Study. The first dealt with role development and training, the primary concerns of the first phase of the Study. It was soon apparent that an analysis of the roles and functions of auxiliaries could be valid only in relation to the broad spectrum of educational functions. Therefore, the second Consultation dealt with the whole range of teaching functions. A further exploration of possible roles -- in the field of guidance -- was the focus of the third Consultation, responding to a need to extend the inquiry beyond the self-contained classroom.

The attention then turned to institutionalization, a relatively new field of inquiry in relation to the use of auxiliary personnel. The fourth Consultation called together school administrators and representatives of the professional organizations to consider their own responsibility in the institutionalization process -- again expanding the scope of the inquiry.

As the conceptual framework developed, a continuing need was identified -- to delve more deeply into the foundations of adult learning. The fifth Consultation, therefore, looked at the theories of adult personality and adult capacity to learn, and at the implications of these theoretical constructs for the training of auxiliary personnel.

The content of these consultations will be utilized in a series of monographs to be published separately. The first of these on the Adult Learning Consultation is now in preparation. Moreover, the content of these Consultations is reflected in the thrust of the Study in its totality.

OVERALL DESCRIPTION AND ANALYSIS

COMPOSITE PICTURE OF THE
FIFTEEN DEMONSTRATION PROJECTS

"No one ever listened to me before," said a trainee in a Project to Prepare Teacher-Aides for Working with Disadvantaged Children conducted by the Department of Education, San Juan Regional Office, in Puerto Rico. Understandably, this auxiliary-participant in the Summer Institute became an effective "listener" in one-to-one or small group relationships with pupils in the practicum[1] classroom, applying to her work with children in an economically deprived section of San Juan the insights she had gained as to the art of listening and the joy of being heard. In the practicum, she, like the 49 other auxiliary-participants, was teamed with a teacher who was himself a participant in the Institute. These 50 teacher-auxiliary teams experimented together in 50 separate classes, with the auxiliary performing a variety of functions related to the learning-teaching process and the teacher playing a triple role: (1) as teacher of the class, (2) as guide to the auxiliary, and (3) as a learner, himself, in terms of effective utilization of the auxiliaries' services. Later, in group counseling sessions, teachers and auxiliaries reviewed their experiences in the classroom and explored the meanings as well as the possible values of their new roles and relationships.

At the University of Maine's Project to Train Auxiliary School Personnel (Teacher-Aides) in connection with an NDEA Institute for Advanced Study for Teachers of Disadvantaged Children, listening was also an important

1 Practicum is defined as a sustained supervised training experience with children in an actual educational setting.

function of the auxiliaries, who were mothers receiving Aid to Dependent Children. One pupil in the practicum was heard by a visiting consultant telling an auxiliary about his frustrations in class. The auxiliary was able to interpret the experience to the boy, and the boy's problems to the staff. Some aspects of his complaints were considered by staff and resulted in programmatic changes. "He felt comfortable about telling his gripes to me," said the auxiliary who had served as a link between the boy and the staff.

In the Pilot Program to Train Teacher-Aides, conducted by the Detroit Public Schools, a spirit of openness to new ideas was evident. Auxiliaries had been used to perform clerical, custodial, and monitorial functions. The teacher-auxiliary teams in the Institute were told, in effect, to throw out the "rule book" during the practicum, and to explore just how far they could go in involving the auxiliaries in the learning-teaching process with benefit to the pupils. The teacher-participants, though willing to put aside the rule book, had to deal with their own not-too-covert fear of auxiliaries usurping the professional's role in the classroom. The director, and the school system supporting him, guaranteed professional standards while the auxiliaries appeared not only to understand the need for such guarantees, but also openly expressed their desire for maintaining clear lines of role definition. "We work as a team," said one auxiliary, "with the teacher having authority and responsibility, like the head of a firm or the captain of a ship."

In Berkeley, California, during the Project on Teacher Education and Parent-Teacher Aides in a Culturally Different Community, an aide reported, "One day I went to a child, as I had been doing every day since coming to the

classroom almost a month ago, to give him help in reading certain words. The child gave me a beautiful smile -- one I'll never forget -- and said proudly, 'I don't need you any more.' He was on his own. He knew I would be there if he needed me. He now felt sure enough to work by himself." A child who is present physically but completely absent mentally during the independent work period often needs the presence of a concerned adult to help him use his time for such study most profitably. Such a function was performed by auxiliaries in the Berkeley Unified School District Project in two schools serving disadvantaged children. The parent-aide who helped the child become self-directed did not consider his act a rejection of herself by the boy but rather a tremendous achievement. She had come to understand the goals of the school.

These projects were four of the 15 demonstration training programs financed by the Office of Economic Opportunity and coordinated by Bank Street College of Education as part of its nationwide Study of Auxiliary Personnel in Education.

The programs were studied in two groups: Group I included nine programs of the "institute type" -- that is to say, they enrolled small groups of participants for intensive training during a relatively short period of time. In two of these programs (Detroit and Riverside) the auxiliaries were actually employed but trained in a practicum situation. Group II included six programs where training was incorporated into the regular school year, but the auxiliaries received stipends as trainees in the Project, not as school employees.

Group I -- "Institute-Type" Programs	Group II -- On-the-Job Training during School Year
Commonwealth of Puerto Rico, Department of Education	Ball State University
Detroit Public Schools	Berkeley Unified School System
Garland Junior College	Howard University
Jackson State College	Ohio University
New York University	San Fernando Valley State College
Northern Arizona University	Southern Illinois University
University of California at Riverside	
University of Maine	
University of South Florida	

The narrative description which follows is illustrated in graphic form in Appendix D.

COMMON AIMS AND ELEMENTS

Despite the broad range of geographical distribution and programmatic variations, it is possible to draw a composite picture of the demonstration programs, since they all shared basic objectives and had in common such elements as: 1) The auxiliary-participants in all projects were selected wholly or in large measure from those at or below the poverty level; 2) Every program combined theoretical instruction with learning through experience in a practicum or regular school classroom; 3) All projects were committed to experiment with auxiliaries in new functions which were directly related to the learning-teaching process as well as in functions which were indirectly related to instruction, such as simple clerical tasks; 4) There was pre-planning with the local school systems in every case so as to ensure employment for the auxil-

iaries who satisfactorily completed the training program, and to gear the training to the needs of the school system (though not to lose the vitality and growth components in this recognition of reality requirements); 5) Every project had a research director on its staff and included a component of self-evaluation in its program; 6) All were funded by the Office of Economic Opportunity and were coordinated by Bank Street College of Education as part of its Study of Auxiliary Personnel in Education.

These mutual elements were requirements for funding by the O.E.O. in this matrix of demonstration training projects. At work conferences for project directors convened by Bank Street College of Education, these common elements were fused into one basic purpose, which undergirded their diverse but cooperative activities, i.e.,

> "To formulate hypotheses as to principles and practices which appear to be effective in actual practice for the:
> 1. role definition and development
> 2. training
> 3. institutionalization
>
> of auxiliary personnel as part of the learning-teaching process."

To develop the role of the auxiliary as an integral and contributive factor in American education required an understanding of the whole complex of roles, responsibilities, and relationships involved in the learning-teaching process. Consequently, in the Work Conference for Directors held prior to the completion of project proposals, there was consensus that teachers and administrators had a great deal to learn as well as to give in these training programs. In ten of the 15 programs, therefore, teachers were enrolled as participants to work with auxiliaries in the classroom; to explore role possibilities not only for auxiliaries but also for themselves, the latter in terms of new

and more complex professional roles in an aided teaching situation; to evaluate their experiences; and to plan for more effective utilization of auxiliaries in the future. In the projects where there was dual participation (teachers and auxiliaries), role development was facilitated, in the opinion of staff and participants alike.

The principal dilemma appeared to be the conflict between role definition, which was recognized as necessary to institutionalization, and role development, which was a dynamic of each classroom situation where auxiliaries were utilized. The degree of responsibility assigned to an auxiliary depends upon the interaction of a particular teacher and a particular auxiliary operating within a given structure and responding to the special needs of individual pupils. A delicate balance seems to be required in order to provide the specificity that means security, along with the flexibility that promotes growth.

In those nine projects in which a component of group counseling for participants was built into the program, there appeared to be a gradual lessening of fear on the part of teacher-participants that standards were threatened by the introduction of non-certified personnel into the classroom. In counseling sessions, teachers tended to recognize and understand their feelings of being somewhat threatened by the presence of another adult in the classroom and to begin to develop some inner strength to cope with this insecurity.

In some programs, administrators also attended as learners and planners for at least a portion of the training -- a significant addition not

only to the training program, but also to ultimate institutionalization.

Within the broad framework of common objectives and similar approaches, there was wide variety of programmatic design in the matrix of demonstration programs. The needs and composition of groups of potential auxiliaries in various communities, the diverse policies of local school systems with respect to the utilization of auxiliaries, the available facilities and resources for training, and the nature and extent of cooperation in the institutional life of the area all had an impact upon the training program.

PROGRAMMATIC VARIATIONS

In pursuit of these common goals, each program demonstrated interesting variables in such matters as sponsorship, pre-planning, recruitment, selection, composition of the participant group, the specific skills for which auxiliaries were trained, instructional content and process, and methods of process observation and feedback. These various elements of program structure are described below, indicating both the common features and those which were idiosyncratic.

Sponsorship

The sponsorship was by institutions of higher learning with the exception of three projects: Detroit, Puerto Rico, and Berkeley. In these three, the local school system was the sponsoring agency. Wayne State University was involved in the Detroit program on a consultative basis; in Puerto Rico some members of the University of Puerto Rico held important positions on the project staff; and in Berkeley the University of California School of Criminology conducted the research component of the project. In the Ball State

University program, involving four school systems, the planning and implementation were in the hands of the individual systems, with the University acting as catalyst. In the Howard University program, the Model School Division of the District of Columbia public school system was deeply involved in the planning and operation.

Pre-Planning

Pre-planning for the training programs was initiated by the sponsoring institution with school administrators, local Community Action Agencies, and occasionally with representatives of other appropriate agencies, such as the Bureau of Indian Affairs in Northern Arizona. The pre-planning process, including number of meetings, hierarchical level of involvement on the part of cooperating institutions or agencies, areas of concern explored, and degree of agreement reached, varied greatly from program to program. In all cases, the purpose of the pre-planning was to work out appropriate methods of recruitment and selection of trainees, to explore the roles of teachers and auxiliaries in the local school systems so that an appropriate and realistic training program could be developed, to secure commitment for employment, and to agree on areas of responsibility. The coordination of training and employment was most thorough and most easily accomplished when it could be achieved intramurally, as in Detroit, Puerto Rico and Berkeley, where the school system was the sponsor. In the other cases, coordination was facilitated when a sponsoring institution of higher learning had previously formed extensive contacts with school systems, either through working relationships involving placement of student teachers or through other services rendered by the college or university to the system. In only one instance -- the University of South Florida --

the university sponsor was not able to gain cooperation from the local school system. In this case, the University then arranged with the local Catholic diocese to utilize parochial schools in the practicum.

At Ball State University the project staff worked closely with the superintendent and principals of four Indiana school systems. In other situations initial overtures to school systems of Community Action Agencies had to be made. Such was the case in Ohio University where the project was involved with Head Start Programs in ten different localities in two states. Still another approach was used in Maine where liaison was established with local school systems, with the State Department of Health, Education, and Welfare, and with the Maine Teachers Association, and where a week-long conference was held with school administrators.

Some local situations precluded the sponsoring institution's working with the school system because the latter had a policy of not employing auxiliary personnel in the classroom. In Boston such a situation existed at the time of the Institute (later modified), so Garland Junior College developed a Leadership Institute prior to the Institute for Auxiliaries. The purposes of the Leadership Institute were to interest, through involvement, the local educational leadership from the community at large, from day-care centers, Head Start programs, and other Community Action programs and agencies in the exploration of role development, training, and institutionalization of auxiliary personnel, as well as to profit by their experience and ideas in the preplanning of the auxiliaries' training program..

In most programs, there was also internal pre-planning involving the staff of the institute. In some instances, such as at the University of California Extension at Riverside, San Fernando Valley State College, and Northern Arizona University, the staff met together prior to the program for a period of time varying from a weekend to one week, to establish working procedures, discuss the overall approach to learning, and plan the details of the program. Most programs did not have consecutive days allocated to staff pre-planning. Rather, this was accomplished on a more informal basis in a series of separate meetings of the staff prior to the opening of the program.

Recruitment and Selection

The plans for recruitment and selection as formulated during the pre-planning sessions varied considerably. In five programs[2] the recruitment of auxiliary-trainees followed the regular patterns of the school systems involved in the projects (either as sponsors or eventual employers of the auxiliaries) usually by direct contact through the principal or teachers with the additional involvement of the local Community Action Program Agency (CAP). In two cases, Detroit and New York University, those persons who had already served as school-aides and showed potential for training as teacher-aides were recruited. In Riverside all recruitment was done through the Community Action Programs. In Maine, mothers receiving Aid to Dependent Children were informed of the program by their social workers. The Navaho auxiliaries, in Northern Arizona, were recruited through the Bureau of Indian Affairs, radio announcements, and word-of-mouth publicity on the reservation. The availabi-

2 Detroit, Ball State, Berkeley, Jackson, and New York.

lity of programs at Ohio University and in Puerto Rico was made known to the classes of local high schools by their principals or guidance counselors. Mass media were used in almost every project to supplement other forms of recruitment.

In St. Petersburg, Florida, where the program was for migrants, the recruitment was accomplished both locally through CAP groups and through the Florida State Department of Education. The project at Southern Illinois University recruited part of its participants from the Neighborhood Youth Corps, and the remainder from aides employed under Title I of E.S.E.A. In the Howard University project, recruitment of high school seniors in the third and fourth track (slow students) was carried out by the principal of the Cardozo High School, which was the only source of the student participants.

Applicants were usually screened through personal interviews. When time precluded this personalized selection procedure, its omission was regretted by those involved in the selection. Only one program, San Fernando Valley State College, had no responsibility for recruitment or selection of trainees. An additional handicap was placed on this program in training auxiliaries, since often the program staff did not know either the number of trainees or anything of their background until the trainees arrived for the orientation program.

Academic requirements for the auxiliaries in all programs covered a wide range. Some projects had no requirements as to prior schooling. The highest academic requirement was a high school diploma. Other factors most frequently considered in selection were: ability to work with other people, concern for children, and enthusiasm for the work at hand. Although in six projects --

Garland Junior College, University of Maine, Jackson State College, University of Southern Illinois, University of South Florida, and Berkeley -- the auxiliary-trainees were all female, only Garland made female sex a requirement. This regulation was because residence in the college dormitory was included in this program. It was at Garland that there was a considerable proportion of middle- and upper-class auxiliary-trainees, although the majority was low-income. Many projects gave preference to male auxiliaries, but only one, Howard University, had a majority of male traimees.

In Detroit and Ball State University, preference was given to those auxiliary candidates who were already employed and planned to return to employment in the school system for the regular year.

The racial and ethnic groups to which the auxiliaries belonged were varied, including Negroes, Puerto Ricans, Mexican-Americans, Navaho Indians, and others. Ethnicity was in most cases a function of the area served, rather than a selection criterion, since auxiliaries were selected from the indigenous population. In Northern Arizona, however, only Navaho Indians were accepted. One particularized group consisted of low-income persons in Appalachia (predominantly white). Migrant workers were another particularized group. In Berkeley, only mothers of children in the school served were accepted. In Ohio school dropouts were selected with university students as so-called "sponsors" or advisers.

The teacher-participants were usually recruited and selected by principals in whose schools the institute practicum would be conducted, or by

principals whose teachers would be working with auxiliaries during the school year. In Maine and Northern Arizona, where the project was conducted jointly by an NDEA Institute for Advanced Study for Teachers of Disadvantaged Youth, the teachers in the respective NDEA Institutes were the teacher-participants.

In the four programs which included administrator-participants as well as teachers and auxiliaries -- Northern Arizona University, University of Maine, Ball State University, and Southern Illinois University -- the administrators were recruited through personal contacts made by the program staff, through mass media, and through the distribution of brochures announcing the availability of the program.

Residential Facilities

Some interesting variations were evident in the type of residential facilities which were made available in the different programs. Garland Junior College provided opportunity for a cross-class, cross-culture, racially integrated experience. A salient feature of this plan was that some middle-class Negroes were included as well as some low-income Caucasians. In Maine, the mothers receiving Aid to Dependent Children and their children were housed in a campus fraternity house. The migrant auxiliaries in the South Florida program lived in a dormitory on the Bay Campus. Navaho auxiliaries were housed in a University dormitory and the children in a BIA dormitory.

At Ohio University, which offered a summer institute and a year-long program, the high school auxiliary-trainees and their college student sponsors lived in campus dormitories during the six-week phase of the program. The high school students then returned to live at their homes for the remainder of

the program. The college student sponsors found their own housing in the communities of their high school student advisees during the four-week practicum phase of the program, returning to the campus in the fall to continue their academic training.

Instructional Content

Notable similarities and differences appeared in the instructional components of the institutes. In almost every program auxiliary-participants and teachers, in those programs involving teacher-participants, received instruction in the philosophy of education, child development (often quite specifically the psychology of the disadvantaged child), and the general goals and procedures of the local school system. These substantive areas were covered in lectures or seminars. In most programs, the participants, both professional and nonprofessional, met as a group for some portion of this academic instruction. In Detroit and Puerto Rico instruction was directed to the auxiliaries exclusively, with the teachers attending as observers so that they would be aware of what the auxiliaries were learning.

Instruction in specific skills for the auxiliaries usually included typing, record keeping, use of audio-visual equipment, and the skills needed in assisting with reading, games, and creative activities, such as music and art. Basic communication skills were stressed. In the Howard University project, special skill training in physical care was provided for health-aides.

In most cases the decision to offer instruction in these skills was based on the functions for which the auxiliaries were being prepared; and this, in turn, was influenced by, but not restricted completely to, the

the current policy of the local school system in the use of auxiliaries. In a few instances, the instruction was given in response to a request by many of the auxiliaries. The Jackson State College auxiliaries, for example, asked for further guidance in behavior suitable to an employment situation, like working effectively with people and personal grooming. The teacher-participants in many programs assisted in the instructional program by tutoring in the evening, especially when the auxiliaries were studying to pass high school equivalency examinations. The teachers, on several occasions, remarked that they were surprised at finding that the auxiliaries had such desire and capacity for knowledge. The teachers also recognized and remarked that their surprise came from stereotyped misconceptions about people who had experienced economic or educational deprivation.

Practicum or School Experience

Opportunity to integrate substantive learnings and innovative practice was provided in the practicum which was defined as a sustained, supervised experience with children in an actual educational setting. In approximately half of the programs the participants worked together in the practicum as teacher-auxiliary teams. In the other programs the auxiliaries worked under the guidance of a demonstration teacher who was not, however, a participant in the program. Only at Berkeley, Jackson State College, and Ball State University did some of the teachers and auxiliaries who were to work together during the coming school year have an ppportunity to work together in the practicum as a team, although this was a goal of all programs. At Berkeley and Southern Illinois the auxiliaries began working immediately in the classrooms with the teachers to whom they were assigned for the current

school year.

There were variations in the length of the daily practicum. Most lasted from two to three hours in the morning. Four -- Garland Junior College, Ohio University, Southern Illinois University, and San Fernando Valley State College -- lasted for the entire school day. Three of these were prekindergarten programs. The Southern Illinois University program was in an elementary school. At Garland, half the participants took part in the practicum while the other half were in classes at the college; then the groups reversed assignments. In Detroit, where the teachers were assigned to classes in the system's summer school program for the whole morning, the auxiliaries worked in the practicum with them for only one hour. In South Florida the auxiliaries worked in the practicum a half day only.

The grade levels of the practicums ranged from prekindergarten through high school, but the central tendency was toward prekindergarten and elementary. Detroit was the only program that included high school, and only two programs included junior high schools: Detroit and Maine. At Riverside some junior high school students worked with younger children in an experiment in cross-age teaching. Only in Northern Arizona and Riverside were ungraded groupings used. Of the preschool programs, four were for Head Start children.

Great variety was evidenced in the organization of the practicum. Several programa used the local system's regular summer school sessions (New York University, Ball State University, Detroit, and Riverside). In Puerto Rico, Northern Arizona University, and Jackson State College, special prac-

ticum classes were set up for the institute, and parents were asked to send their children. In Northern Arizona the children were Navahos from the reservation and had to be housed in a Bureau of Indian Affairs dormitory while they attended the school in which the practicum was located. Ohio University and San Fernando Valley State College used Head Start Centers as practicums, and Garland Junior College used a day-camp operated by the Associated Day Care Centers, Inc. In the Maine program, the practicum was for the children of auxiliary-participants. Parochial schools in St. Petersburg provided the practicum setting for the University of South Florida. Public school classes during the regular school year served as the practicum for Berkeley, Howard, and Southern Illinois.

In almost every instance in the summer programs there were fewer children in each practicum class than are normally registered in a class during the school year. The enrollment in these programs ranged from seven in Maine to approximately 20 in most programs. The small classes provided an opportunity to experiment with innovative techniques. The directors believed that the experiences could be transferred to larger classes during the school year, after principles and promising practices had been formulated in the experimental settings. The four year-long programs (Berkeley, Howard, Ohio, and Southern Illinois) used actual operating classrooms varying in size from 15 to 47 students.

In the summer programs where children attended practicums which were not part of the system's regular summer school program, the projects found it necessary to modify the content and methods used in the classes,

offering some vacation-type activities as well as the regular or remedial instruction originally planned, in order to maintain steady attendance on a voluntary basis.

Most practicums provided experience for auxiliaries with many tasks in a variety of situations. It was the intention of each project staff that auxiliaries should be prepared for something more than the routine custodial, clerical, or monitorial functions often assigned to such personnel. The visitation teams found auxiliary-participants engaged in a wide range of activities related to instruction, from working on a one-to-one basis with a child in remedial reading to reviewing tests with large groups of pupils.

Supervision of the practicum was carried out in a number of ways, the most common of which was to have project staff supervisors and/or instructors schedule visits to the practicum classes for the purpose of observation and conferences with the auxiliaries and teachers. At New York University this procedure was supplemented by having each auxiliary keep a daily log of practicum experiences which the staff read and commented on, and which was used as the basis of seminar discussions.

A critical training factor was the provision of scheduled time for the teacher and auxiliary teams to review their practicum experience and plan together. Detroit developed a comprehensive procedure for such conferences. For an hour and a half following the practicum each team sat down together to review that day's experience. At this time, the teacher and the auxiliary wrote their observations of the day's experience and analyzed both

perceptions. Then the teacher wrote out the next day's program and discussed it with the auxiliary in terms of his responsibilities. Copies of these plans and analyses were given to the project staff, who used them to guide the design of seminars.

At the University of Maine, daily analysis and planning of the practicum took another form. There, several teachers and several auxiliaries operated in a single practicum classroom. This group met immediately following the practicum with a staff adviser for a seminar on the day's experience and plans for the following day.

At Berkeley, time for planning and evaluation together by each teacher and his two auxiliaries was built into the program. Children leave school at 2:30 at Berkeley, and the 2:30 to 3:10 period was earmarked for such meetings. In practice, however, both teachers and auxiliaries reported that it was seldom possible to use this time in the manner planned. Parent-teacher conferences and staff meetings were often scheduled then.

In the ten programs where teacher-trainees were included among the participants, the practicum appeared to be particularly productive in terms of teacher-auxiliary relationships. Conversely, in those programs which did not include teacher-trainees in the practicum, the directors frequently expressed regret that their programs lacked this component, the auxiliaries in group interviews spoke of the need for more interaction with the teachers in the practicum, and the visiting teams noted the difference in mutual understanding and trust between professionals and nonprofessionals as they

worked together. To the team members the inclusion of teacher-trainees appeared to be the pivotal feature of most programs.

Instructional Process

A variety of processes was employed by the individual Projects to facilitate learning for both professionals and nonprofessionals. Group counseling sessions with auxiliaries, teachers, and staff members meeting separately were utilized by Puerto Rico, Garland Junior College, Howard University, University of Maine, and San Fernando Valley State College to help participants deal with their personal needs. At the University of Southern Illinois small groups of auxiliaries, teachers, and principals met together for group counseling. The Riverside program was the only one to conduct daily sensitivity training sessions in the belief that both teachers and auxiliaries could learn about themselves as persons from the frank reactions of other participants, and could also learn to use themselves more effectively in the educative process through this experience. At Riverside, self-evaluation was also fostered by viewing and discussing video tapes of the various sessions, both of the practicum and of the seminars. A variation of the "T-group" type of sensitivity training was employed at Berkeley, but the meetings were held only once a week.

All projects except Riverside used lectures, most of which were given by project staff. Jackson State College and Detroit invited guest lecturers to speak to the participants. Films were used by almost all of the projects. At Garland Junior College a film made during the previous year's Aide Training Institute was used. A notable use of film was in the

University of South Florida project where "Harvest of Shame," a film on migrants, was used with the participants who were themselves of migrant background. Before viewing the film they were reluctant to admit this background, but the showing of the film had such an impact on them that they began to reveal more of their identification with migrants in order to discuss the film. Other frequently used instructional processes included small group sessions, role playing, and panel discussions among participants.

Individual conferences as well as group meetings were a feature of the Garland program. Jackson State College set up a number of committees on which all participants were encouraged to serve. The residential nature of the program facilitated individual and small group counseling, on an informal basis, at the University of South Florida.

Field trips were used in a number of ways. Sometimes they were arranged for children in the practicum and for participants together. The purposes varied. Some field trips to local institutions and social agencies were designed to enhance participants' understanding of the problems of the disadvantaged and to inform them of community resources for coping with these problems. Other field trips were designed specifically to supplement the participants' cultural or historical backgrounds.

It was soon discovered in all the programs that strategies were necessary to assure frank and thoughtful feedback relevant to the changing needs of the trainees. In almost every project the relationships which the staff established with the participants provided an atmosphere in which both

auxiliaries and professionals felt free to discuss their experiences and their needs. Some programs provided formal structures for communicating this information to the staff. Group discussions among staff and participants were set up for this purpose. Some programs relied on the use of logs written by participants. Northern Arizona University instituted a suggestion box, while the University of Maine and Jackson State College had newspapers prepared by trainees. The record on film of the video-taped sessions provided a unique form of feedback in Maine and Riverside. At Ohio University the use of college students as so-called "sponsors" or advisers of the high school auxiliaries provided a link between the staff and the trainees. The college students discussed their observations in seminars with the staff. At Howard University, the group counseling sessions were viewed as a means of encouraging suggestions by the auxiliaries for programmatic changes.

Every project had some form of process observation which contributed to the feedback. In most cases one or two persons were employed as process observers for the whole project. This was the case in Northern Arizona University, Puerto Rico, San Fernando Valley State College, Ball State University, Detroit, New York University, Southern Illinois University, and Berkeley. In other programs staff instructors served as process observers for other classes and meetings. Staff in Garland Junior College, the University of Maine, Jackson State College, and N.Y.U. reported that observation of each others' classes was particularly useful in achieving integrated instruction, since the entire staff was aware of what was being presented by other instructors and of the participants' reactions to this material.

Riverside's unusual and more complex approach involved junior high school students as process observers. Midway through the program, those pupils found to be most effective as observers were retained in the role, while those less effective were assigned other functions.

Only one program arranged for a daily staff meeting: Northern Arizona University. The project staff reported these meetings were most useful in "putting out fires before they became conflagrations." Other programs, however, had frequent informal meetings of part or all of the staff for consultation and discussion of current issues, or weekly meetings. At Howard University, monthly staff meetings for project staff with appropriate faculty of the high school in which the project was operating proved valuable.

IMPRESSIONS OF THE PROGRAMS

The programs were analyzed both from within and by outside observers. As indicated earlier, the self-evaluation was conducted by process observers drawn from instructional staff and research staff. Participants also recorded their reactions. For outside evaluation, each program was visited for two days by a Study Team composed of two observers and a consultant. The project directors and research directors met in three work conferences, the last of which was devoted to evaluation with the staff of the overall Study. The directors reacted to draft reports of site visits as well.

There was general agreement among internal and external observers that training was the essential factor in effective utilization of auxiliaries, and that employment without training appeared to be fraught with

hazards. Both preservice and inservice training were perceived as necessary.

There was full consensus on another point: that low-income, educationally disadvantaged persons could be trained to contribute significantly to the learning-teaching process if the potential difficulties were squarely faced and dealt with by cooperative planning of school, college, and community.

Some of the anticipated difficulties were, in fact, encountered. Others were ameliorated or eliminated by advance planning by the local school system, institutions of higher learning, CAP agencies, and project staff. The principal difficulties were the teachers' initial concern that professional standards would be lowered, their resistance to another adult's constant presence in the classroom, and their belief that they might thereby lose close, personal contacts with pupils. The auxiliaries, too, had many trepidations. They were conscious of the differences in their backgrounds, behavior, and patterns of speech from those prevailing in the school. The teachers were concerned about the effect of these differences upon the pupils, while the auxiliaries tended to become defensive and uncomfortable because of the polarization of styles in home and school.

The feedback from work conferences, observations, and reports was supplemented by group interviews, which revealed many varying reactions as well as certain attitudinal factors that appeared to pervade all the programs.

The chairman of each Visitation Team posed a series of searching questions in interviews with each group of participants and with instructional

staff. To the question: "What is the responsibility of the auxiliary in a classroom?" an unequivocal answer came through in all projects from the auxiliaries themselves -- "To help the teacher teach." To the follow-up question: "What, then, is teaching?" the answers tended to come more slowly, both from the auxiliary-participants and the teacher-participants, meeting separately. The hesitation of the latter group may have stemmed from the difficulty of adjusting to a more complex and important level of professionalism with emphasis upon diagnosis, program planning, and leadership functions. It appears that teachers, by and large, have not yet been prepared either by colleges of teacher education or of inservice training programs to orchestrate other adults in the classroom, since this is a relatively new responsibility for those in the teaching profession.

In the group interviews most of the teacher-participants tended, after training and experience, to view this new function not as a substitute for direct contact with pupils but as a positive factor in teacher-pupil relations. Teachers described the new situation as not only freeing the teacher from many routine and time-consuming duties but also providing more opportunity for differentiated education to meet the individual needs of pupils.

It should be remembered, however, that these teachers had volunteered for the program. Some of the same reactions were apparent even among teachers in the practicum who were not enrolled in the training program, as they became more comfortable about the unusual experience of having another adult in the classroom, but acceptance was far slower and more difficult

without training and sometimes was withheld completely.

Observers within and outside the projects alike perceived in participants several attitudinal changes and new insights which appeared to have direct relationship to the training experience: 1) the auxiliaries reported a new feeling of confidence, hope, and aspiration; 2) the teacher-participants in most of the projects expressed a change in their image of poor people which paralleled and reinforced the auxiliaries' improved self-image; 3) both types of participants agreed that low-income auxiliaries could facilitate communication with pupils and their parents in economically disadvantaged neighborhoods, even to the point of eliciting a twinge of jealousy from some of the teacher-participants; and 4) there was general agreement among the teachers and auxiliaries that the latter could, when trained and encouraged to do so, contribute to the learning-teaching process, and that their activities should, therefore, not be restricted to routine clerical or custodial functions, provided the selection criteria utilized were consistent with a broad role concept. The extent of involvement in the learning-teaching process depended upon the ability and potential of the auxiliaries. Most projects picked the cream of the crop among the economically and educationally disadvantaged in this experimental type of program. Only Howard University and Ohio University made an effort to reach potential dropouts.

Finally, there appeared to be consensus among the various observers of the program that realistic appraisal and interpretation of the policies, needs, and expectations of the local school system with respect to the utili-

zation of auxiliaries were essential to prevent false hopes, leading to frustration, but that realism regarding employment opportunities does not need to connote defeatism. The observers saw role development as a dynamic and continuing process in which professionals, nonprofessionals, education institutions, and the community all have responsibilities. However, the anxiety of many participants about their eventual employment, despite the assurances from school authorities, caused a major deficit in morale.

Follow-up has revealed thus far that in three of the projects, placement after training turned out to be a problem despite prior commitments by employers. In another project, where there was 100 percent placement, inadequate communication between the school system and the sponsoring institution resulted in underutilization of the auxiliaries, who were assigned only clerical and custodial tasks although they had demonstrated potential at a higher level. In the majority of programs, 100 percent placement has been reported, and in one of them (Puerto Rico) all the trainees were enrolled in a work-study program in the University. In the three projects where the school system was the sponsor, placement and the possibility of upgrading were unquestioned. However, the total picture throughout the country indicates that institutionalization of auxiliaries within the school structure is still a hope and a dream, and very far from a reality. The training demonstration proved its point, but the question remains -- <u>training for what</u>: for temporary, uncertain, "dead-end" jobs, or for stable, open-ended employment?

SUMMARY OF FACTORS WHICH APPEARED TO FACILITATE LEARNING

The elements in the demonstration training programs which were identified by Visitation Teams and directors of individual programs as particularly effective in implementing project goals were:

1) Cooperative planning by school systems, institutions of higher learning, community action agencies, professional associations, instructional staff, and participants.

2) Skill training which is realistic in terms of local employment opportunities, but also geared to future potentialities in the utilization of auxiliary personnel by the local school system.

3) Inclusion of both auxiliaries and teachers in the trainee group, preferably as teams from a given school -- teams that will work together in an actual school situation after the training.

4) Opportunity for experiential learning coupled with scheduled time for daily analysis of their practicum experience by the teacher-auxiliary teams, and shared planning for the next class situation based on this analysis.

5) Theoretical instruction for auxiliaries in foundations of child development, interpersonal relations, the life conditions of disadvantaged pupils, and the school as an institution.

6) Basic education for auxiliaries in communication and language arts leading to high school equivalency where necessary, as well as skill training in technical and service operations such as typing, record keeping, and operation of audio-visual equipment.

7) Availability of individual and/or group counseling to help participants deal with their own personal needs, as well as their growth in job performance, to foster interaction among professionals and nonprofessionals, and to help teachers accept their new role as orchestrator of other adults in the classroom.

ANALYSIS OF ROLE PERCEPTIONS

In order to identify the auxiliary functions which each group -- auxiliary-trainees, teacher-trainees, and instructional staff -- perceived as helpful, and those functions which each group perceived as frequently performed by auxiliaries, an "Activity Sheet" was developed listing 95 possible functions.[1] This instrument was administered to each group before and after training.

The suggested functions were grouped for purposes of analysis into three clusters which constituted three possible roles for auxiliaries in a school setting. Cluster I consisted of those functions which seemed to relate to and support instruction, including both affective and cognitive factors. The functions in Cluster II were task-oriented rather than pupil-oriented, including such duties as clerical, monitorial, escorting, and general routine duties which, though requiring no professional expertise, often consume a large portion of a teacher's working day. Cluster III was a grouping of functions deemed inappropriate or at least of questionable value when performed by an auxiliary, including functions which were perceived as "taking over" the teaching function and those considered poor practices in education.

Three types of data analysis were utilized: rank-order, analysis of variance, and the correlation of personal characteristics of auxiliaries with certain success criteria. Only rank-order is presented in this section. The other types of data analysis are described in Appendix F.

1 See Appendix E for the Activity Sheet

The rank-order analysis revealdd a high degree of mutuality in perceptions of the auxiliary role -- mutuality as between pretest and posttest, as between auxiliaries and instructional staff, and as between functions considered helpful when performed by an auxiliary and those perceived as frequently delegated to auxiliaries.

In all these instannes those items which the researchers had deemed harmful or questionable when performed by an auxiliary were perceived by the vast majority of respondents as inappropriate. Items related to instruction were favored over the task-oriented or instrumental functions by both auxiliaries and staff, before and after training.

One possible explanation of this mutuality of perception is that the trainees were recruited, tested, interviewed, and selected in terms of the programs' objectives, which stressed the utilization of auxiliaries in more than simple clerical or custodial tasks. There seemed to be a "Hawthorne effect" operating from the outset. The results of the data analysis indicate that the initial hopes and expectations both of participants and of staff were later substantiated by experience, which may account for the spirit of adventure, zeal, and high hope which seemed to permeate the programs when observed by Study Teams.

An analysis of items in the top quartile[2] for pretest and for posttest reveals a high proportion of instruction-related activities perceived as helpful by auxiliaries (13 out of 24). This proportion was identical before and after training, but the actual items varied and should be viewed

[2] The 24 highest ranking items. See Appendix G for rank-order of all 95 items.

qualitatively, item by item, as well as quantitatively. Table I lists the instruction-related items which were favored by auxiliaries both before and after training, in terms of the helpfulness of such functions when performed by an auxiliary under the direct supervision of the teacher.

TABLE I

Pupil-Oriented Items in Top Quartile for Composite Scores of All Projects Both Before and After Training Re: Helpfulness of Items

Item Description	Rank-Order in Posttest
-- Taking charge of a small group which is working on a special project while the teacher works with another group	1
-- Helping pupils learn how to settle arguments without fighting	3
-- Playing games with pupils (such as rhyming games, guessing games, finger games)	4
-- Talking quietly with a pupil who is upset	7
-- Interesting a restless pupil in some of the available activities	8
-- Listening to a pupil tell a story	12
-- Giving a pupil a chance to show he can do something well	13
-- Reading and telling stories to pupils	15
-- Helping pupils learn to play together (such as teaching them to take turns, share toys and other materials)	17
-- Encouraging pupils to help each other	21

One particular item which was ranked relatively low in the pretest but which fell in the top quartile for auxiliaries in the posttest is worthy of mention:

Item Description	Rank-Order in Posttest
-- Encouraging pupils to make the most of themselves.....	18

This addition to the favored items after training reveals the emphasis put upon motivation in the practicum experience. Further, it reflects and supports the belief that the auxiliary can aid in the attempt to raise aspiration and achievement levels of the disadvantaged.

Despite the essential agreement in role perceptions there was a slight movement toward a more realistic view of the helpfulness of unsophisticated tasks, as evidenced by the fact that the top ten items in terms of increased scores from pre- to posttest included eight task-orianted items and only two pupil-oriented items (underlined in Table II).

TABLE II

Ten Highest Ranking Items in Terms of Increase of Scores

Between Pre- and Posttest

Item Description	Pre-Post Difference
-- Passing out and collecting pupils' materials.....	263
-- Running a duplicating machine.....	169
-- Doing errands and carrying messages.....	167
-- Encouraging pupils to make the most of themselves...	156
-- Playing a musical instrument for the pupils.....	155
-- Helping pupils get ready to put on an assembly program (such as making costumes, making scenery, listening to pupils rehearse).....	120
-- Weighing and measuring a pupil.....	111

Item Description	Pre-Post Difference
-- Collecting milk money, money for lunch tickets or other needs	103
-- Helping a teacher make arrangements for a trip	102
-- Operating equipment such as movie projector, slide projector, and tape recorder	87

This slight movement toward reality was in the direction of staff's perceptions, which from the outset had stressed the duality of role, balancing pupil-oriented and task-oriented functions.

Appendix H presents a pre-post comparison of the type of items favored by auxiliaries in individual projects. It is significant that at Riverside, California, there was a considerably larger percentage (53%) of pupil-oriented items favored by auxiliaries after training than for any of the other projects. In fact, all of the top ten ranking items were pupil-oriented. Table III gives the sub-clusters under which these items fell, i.e., cognitive or affective.

TABLE III

Top Ten Ranked Items at Riverside (Helpful -- Posttest)

Cluster and Sub-Cluster	Rank-Order	Item Description
I -Cognitive	1	--Taking charge of small groups while teacher works with another group
I -Affective	2	--Listening to pupils tell a story
I -Affective	3	--Giving a pupil a chance to show he can do something well
I -Affective	4	--Encouraging pupils to help each other

Cluster and Sub-Cluster	Rank-Order	Item Description
I -Affective	5	-- Encouraging pupils to make the most of themselves
I -Affective	6	-- Interesting a restless pupil in some of the available activities
I -Affective	7	-- Helping pupils settle arguments without fighting
I -Affective	8	-- Talking quietly with a pupil who is upset
I -Cognitive	9	-- Helping pupil look up information in a book
I -Cognitive	10	-- Helping pupils improve special skills (such as gym, or sewing, or dancing)

The causal factor for this differential does not appear to lie in the personal characteristics of the auxiliaries, since there was nothing to set Riverside's auxiliary-trainees apart from the trainees participating in the other projects. As in other projects the trainees were at or below the poverty level. The age range was broader than for any other project, and there was a mixed racial and ethnic grouping including Negroes, Mexican-Americans, and Caucasians born in the United States.

The search for the distinguishing feature of Riverside led to a cross-projects comparison of the various training processes. It seems clear that herein lies the difference. Riverside, programmatically, placed greatest emphasis of any of the projects upon sensitivity training, a fact which appears to be reflected in the affective items listed in the table above (2 to 8), all of which involve keen sensitivity to the pupils' needs. The Study Team reports that the daily sensitivity training was reinforced in the practicum experience and in the analysis of that experience by every teacher-auxiliary team each day. The use of video-taped reproductions of

practicum experience in the analysis was another unique feature of the Riverside Project. The combination of these unusual components appears to be reflected in the orientation toward instruction-related items after training.

In five projects -- Ball State University, University of South Florida, University of Maine, New York University, and Southern Illinois University -- the items in Cluster II (non-instructional) had the highest percentage of auxiliary responses in the top 24. In each of these programs there was a strong emphasis on skill training for non-instructional tasks. At Ball State University, where the percentage of non-instructional items favored by auxiliaries showed the greatest increase from pretest to post-test (31% to 44%), the school principals were responsible for the planning of the training program. They had expressed concern to the Visitation Team that professional standards might be lowered if auxiliaries were allowed to perform functions too closely related to the learning-teaching process. In Maine and Illinois there were state laws limiting the functions which nonprofessionals may perform, a fact which is reflected in the items favored by auxiliaries in these programs. The Illinois statute has been subsequently rescinded, permitting auxiliaries to perform a wider variety of functions.

Three other projects, Detroit, Jackson, and Northern Arizona, emphasized similar content in their programs along with an emphasis, to varying degrees, on child development and the learning process. This balance in content appears to be reflected in the relatively even distribution of pupil-oriented and task-oriented items in the top 24 after training.

	Cluster I	Cluster II
Detroit	33.3%	34.4%
Jackson	30.6%	34.4%
N. Arizona	33.3%	34.4%

The analysis of the 24 lowest ranked items reveals a preponderance of items deemed negative or doubtful in value when performed by an auxiliary. These so-called "negative" items were ranked low by both auxiliaries and staff before and after training. The items classified as "Poor Practice" were lowest in rank-order, then came most of the items classified as "Teacher Function." There seems to be mutuality of perception as to what auxiliaries should not do, with the exception of the auxiliary-trainees in Puerto Rico. There, the training was geared to the possibility that the auxiliaries would eventually become teachers in the schools of Puerto Rico. Because this was a real possibility for auxiliaries, in many cases their assignments in the practicum classes approximated those of the professional teacher. In their responses 11.1% (3 items) of "negative" items were included in the top 24. These three items were all classified for purposes of this Study as "Teacher Functions": "Taking charge of a class when the teacher is sick"; "Taking responsibility for class for a few minutes"; and "Organizing outdoor activity for class" -- functions which they realistically could be expected to perform in their situation; for which their training in the practicums was preparing them.

Essentially, the rank-order analysis reveals a high degree of mutuality of role perceptions in many areas: mutuality as between trainers

and trainees, as between pretest and posttest, and as between the helpfulness and the frequency of occurrence of specific functions to be performed by auxiliary personnel in the schools. This mutuality of perceptions would seem to indicate that the so-called "Hawthorne effect" was operative in these programs -- that is to say that the very fact that each program was part of a nationwide demonstration affected those involved in the training process and the process itself.

SUMMARY OF SALIENT FINDINGS RE: ROLE PERCEPTIONS

-- A high degree of mutuality in perceptions of the auxiliary role is revealed -- mutuality as between pretest and posttest, as between auxiliaries and instructional staff, and as between functions considered helpful when performed by an auxiliary and those perceived as frequently delegated to auxiliaries.

-- Pupil-related items predominate among the functions deemed most helpful when performed by an auxiliary (13 out of the top ranking 24).

-- The inclusion of a considerable proportion of task-oriented activities among the favored items (nine out of 24), indicates recognition on the part of the auxiliaries that their role has a dual nature -- both pupil-oriented and task-oriented.

-- Items of negative or doubtful impact were, to a great extent, excluded by the auxiliaries and the instructional staff from the favored items (two out of 24).

-- The major increase in the auxiliaries' perception of helpful activities, in posttest as compared to pretest, occurred in respect to the task-oriented items -- indicating a movement by auxiliaries toward a more realistic appraisal of their role after training.

-- Inter-correlations across projects reveal that differences among processes in the training program are likely to have a greater effect on success in the program than the personal characteristics of the auxiliary-trainees.

--Combining the projects for an inter-correlation matrix for the auxiliaries' personal characteristics and the success criteria leads to a "washing out" of several significant findings observable in the individual projects.

-- Some interesting correlations are revealed by analysis of variance in individual projects, for example, class differences and the degree of urbanization appear to have been role determinants for the auxiliaries in several projects, particularly with respect to their expectations prior to training, but racial and ethnic factors in these same projects had no discernible impact upon role perceptions (See Appendix F).

ILLUSTRATIVE CASE STUDIES

A PROGRAM FOR

TEACHER EDUCATION AND PARENT-TEACHER AIDES

IN A CULTURALLY DIFFERENT COMMUNITY

Sponsored by
Berkeley Unified School District
Berkeley, California

Of the 115,000 people living in Berkeley one-third are Negro. Most Negroes live in the southwest section of the city. To be found there are the conditions of ghetto life, including poverty, physical and social separation from the white majority, and the web of family and social habits and attitudes that constitute a culture of their own. It was in two schools of that part of the city that the Teacher Education and Parent-Teacher Aides in a Culturally Different Community program was initiated October 24, 1966, with the intention of carrying it through the entire school year. Teachers in the schools of such low-income minority communities are often strangers to the families living there; the teachers are the culturally different ones in the eyes of the children, bringing to them for a few hours of every weekday another culture: the sub-culture of the school.

One intent of this program was to sensitize teachers to the life style, the language, and the concerns of the parents and children associated with the school. Additionally, it was meant to modify the parents' perceptions of child rearing, of learning, and of the school. Plans of the project were both psychologically and socially oriented. Confidence in the proposal was reinforced by assurance of cooperation from the Berkeley Unified School District and the University of California at Berkeley.

PURPOSES

In the words of the director of the project, "The purposes of the program were: to reduce the alienation of parents and teachers to the school; to open channels of communication between the home and the school; to decrease the degree of polarization between parents' and teachers' views of how to reward and punish,how to teach, how children develop intellectually and socially; and to raise parents' educational aspirations for their children and possibly for themselves. Styles of school and home are so polarized that the child finds it extremely difficult to adjust to such different styles daily. This program is also based on the premise that the child has two sets of teachers, those in school and those at home, and that the more alike their styles are, the more effective and efficient the school will be.

"It is believed that these differences in style are traumatic to the child and have a negative effect upon the child's emotional, social and academic adjustment to the school. It is hoped that this program will improve his ability to work and play with other children in the school setting. The school is seen as an instrument for social change, and the classroom is the place where parents, as aides, and teachers can actively alter each other's perceptions, attitudes and behavior."

COMPOSITION OF THE PARTICIPANT GROUP

The program design provided for two major dimensions, the first involving the use of teacher-aides in the elementary school classrooms. The second included the use of neighborhood workers employed to establish a communication link between school, home, and community. In each of the two schools, Columbus and Lincoln, ten teachers were involved -- a total of 20 teachers in

the program. Each teacher had two aides,[1] making 20 aides for each school, or 40 in all. In each school the program included four neighborhood workers, eight in the total group, constituting a total participant group of 68 individuals.

METHODS OF SELECTION AND RECRUITMENT

Following detailed discussion of the proposed teacher-aide program with the faculties of the two schools, teachers were invited to volunteer to participate in the program. Teachers of kindergarten through sixth grade were selected, and in selection an attempt was made to obtain a representative balance in experience, and in ethnic and racial backgrounds. In line with the objective of reducing the differences in methods used by parents and teachers in both teaching and relating to children, a major crietrion was that the teacher-aides and neighborhood workers be parents of children in the school and also be residents of that attendance district. Other requirements were that the aides selected be members of families of low income, be wholesome people who could establish rapport with children and adults, and be willing to abide by rules of the school district. No educational standards were required in view of the several purposes involved in the plan: to produce changes in the styles of rearing children on the part of the parents, to increase the ability of parents in helping children in school, to increase the teachers' knowledge about families of the children in their classes, and to increase honest and frequent communication between teachers and parents.

To advertise the positions, job descriptions were distributed to community organizations and local stores by the Economic Opportunity Organization

1 The term "auxiliary" covers aides, assistants, and associates. In view of the fact that the projects studied, in most instances, had not yet established a career ladder, the term "aide" is used interchangeably with "auxiliary" in this document.

of the Berkeley area; flyers were taken home by the children in the two schools; spot announcements were made on radio; and articles describing the program were placed in local newspapers. The Economic Opportunity Organization and the Urban League did the initial screening. The Urban League submitted a list of 60 candidates from which the final selection of 48 workers was made by the Berkeley School District Personnel Office.

TRAINING

The teachers, guidance consultants, and principals in the program took part in a 40-hour preservice training program conducted by staff members of the University of California. The intent was to sensitize teachers to the underlying factors which contribute to poor learning and undesirable behavior in the classroom, and to develop functions for teacher-aides and neighborhood workers in the schools. A substantial part of the preservice training was based upon the book entitled Cultural Patterns of Differentiated Youth: A Manual for Teachers in Marginal Schools.

Inservice training was conducted each week for two hours at the end of the school day. This training was under the direction of the University of California School of Criminology. One week the teachers, teacher-aides, and neighborhood workers met separately; the following week they had a combined meeting. To achieve small, intimate groups in which views and ideas were expressed freely, meetings were held at each school. The combined meetings were divided into two sections to enhance this intimacy. The purposes of these sessions was to get teachers and teacher-aides to speak honestly, to attempt to resolve problems, and to begin to alter their perceptions and behavior.

STAFF

The staff consisted of a project director who was also principal of Columbus School, an administrative assistant, the principal of Lincoln School, a research director who was an instructor at the University of California, and process observers and group leaders who were graduate students at the University of California and who conducted the inservice training.

STRUCTURE OF THE PROGRAM

To understand the structure of the program it is necessary to bring into focus the three determining factors of its framework and the actual performance of its participants in the light of those factors. The first factor was expressed in these words: "The curriculum of the school and the process of instruction should reflect the physical, emotional, social, and intellectual needs of children as they relate to the promotion of their optimal effectiveness as individuals and as members of society." The formal objectives of school -- i.e., the teacher's approaches, practices, and activities -- attempted to meet the child's needs.

The second determining factor of the program was the decision that the trainees include parents employed both as teacher-aides and as neighborhood workers. The teacher-aides worked six hours a day. The teacher and two teacher-aides were seen as a teaching team within each classroom, the teacher being responsible for the training and initiation of instruction, and the aides acting as facilitators. The two aides were to be instructed daily by the teacher in periods of 20 minutes, both before and after school, as to what was to be taught. Among the tasks performed by teacher-aides were helping children who were having difficulties with the assigned work, marking objective tests,

duplicating materials, reading stories, operating audio-visual materials, and talking with children who have become emotionally upset.

The second group of aides were the neighborhood workers. They, too, worked six hours a day, under the supervision of the guidance consultant, working with teachers who had not been assigned teacher-aides and for the school in general. They were to be the liaison between teachers and parents. They established contact with parents new to the school; made telephone calls or visited homes to discuss absences or lateness; and made home visits when the teachers could not establish contact with parents. They were called upon occasionally to take children who became emotionally upset or obstreperous in the classroom to a "cooling off" room, where they continued their classroom work, played with toys, did art work, or engaged in other expressive activities in preparation for the earliest possible return to the classroom.

Other activities which they were occasionally called upon to engage in consisted of assisting the nurse with home visits, accompanying classes on field trips, organizing recreational activities during the noon hours, and observing students in the classroom when requested by the guidance consultant or teacher.

The third factor determining the structure of the program lay in the conclusions and follow-up of the Reading Curriculum Development Project of the Columbus University Laboratory School of September, 1966. This project introduced a nongraded concept of reading into the schools. It encompassed the selection of a reading series with a new sequence in teaching word attack skills, rewriting the kindergarten through third grade portion of the reading

guide; and the separation of word attack skills from comprehension skills. The reading program used an intensive phonics approach and reinforcement materials to make possible pacing of instruction to the child's ability to achieve. Children were grouped part of the time in terms of their ability to decode and at other times to comprehend.

The first-, second-, and third-year parts of the program were divided into a number of segments called levels. Four to eight children who were at the same level of learning, and who were approximately the same age, were brought together to form an instructional group in reading. The grouping of children of a classroom in levels provided an excellent opportunity to use teacher-aides to assume responsibility for groups other than the one in the charge of the teacher at any given moment. The question involved presents itself forcefully: To what extent can this responsibility for separate groups be effectively assumed by untrained teacher-aides?

THE PROGRAM IN OPERATION

The Classrooms: Observation

All the classrooms observed were large, cheerful, and adequate. The content of the activities was centered on the needs and interests of the children. The number of classrooms visited was small and, at least to one observer, insufficient for thorough analysis of a complex program. However, the observers were able to determine the place of the teacher-aides through observation and through descriptions by teachers and aides in extensive interviews with them.

Two first-grade classes and one class each for the second, third, fifth, and sixth grades were visited. The activities in each of the first grades were notable in terms of the criteria for utilization of teacher-aides. At the

Columbus School, in the first grade the teacher who was observed sat at the front of the room with eight children in a semicircle, working on "s" sentences. She was completely involved with the children, answering each by word or motion, even when several were demanding attention at once. Occasionally she could be heard saying "good" or "very good." The children's attention, in turn, seemed to be altogether centered on her. The room was quiet, but the children communicated with each other from time to time.

One teacher-aide at the right rear side of the room worked at tables with four children on collages. A second teacher-aide with three children at the rear left of the room worked on learning how to follow directions by coloring outlined figures on a ditto sheet. She was getting each child to print his name, a task which seemed to be difficult for them. She was assisting one child particularly. Apparently this was the slowest group. The eight children with the teacher appeared to be in the most advanced group.

The teacher, after approximately five minutes, went to the first teacher-aide and asked if her group was ready for reading at the front of the room. The teacher-aide replied, "No, not yet." Without questioning the aide further, the teacher returned to her group of eight to get them started in independent activity related to their "s" sentences. The first teacher-aide finished collages with her children and then moved them to the front of the room, ready for the teacher who was continuing to help the group of eight.

The second teacher-aide at the rear of the room with three children, collected their coloring and got out flash cards for other children. Two of her group joined those in a discussion with the teacher at the front of the room.

Interaction between teacher and teacher-aides appeared to be quite subtle; they seemed to understand the timing involved in the changing tasks and the need for the movement of the children. The teacher had consulted the first aide and had not interrupted the aide's group activity, accepting the aide's statement that the group was not yet ready for change. One observer left the room at this point with a now shaken conviction that such interaction was not a realistic goal.

A first grade at Lincoln School was similar to the first grade at Columbus School, with one additional element: the principal of the school was participating as a reading teacher. The classroom teacher was at the front of the room with eight children around a small table conducting a conventional reading session. The principal was at the rear of the room at a small table working intensively with two boys, who appeared to have had unusual difficulty learning to read. The principal was using several different materials: chalk board, cards, dittoed material, and a variety of techniques. The principal was extremely attentive to the children, responding to them with his eyes, hands, nods of his head. The children responded just as completely.

One aide was working with one child on letter sounds. She had the child identify the initial letter of the word represented by the picture she showed him, but failed to require him to make the sound of the letter. Another aide in the rear of the room used the paper slicer to prepare small cards of colored paper. The activities changed after about eight minutes, but the groups remained constant; the same adult stayed with each group. There was no apparent interaction among the adults in the program.

The second grade was also observed at Lincoln School. The teacher worked intensively with two children. One teacher-aide moved around the room helping eight children at their seats working on dittoed materials. The second teacher-aide worked with four children in the rear of the room with flash cards. No interaction between any adults was observed.

A fifth-grade observation took place at Lincoln School. The teacher was at the blackboard writing math questions for 12 children in their seats in the middle of the room. The teacher seemed flustered by the introduction of the observers. The first teacher-aide was working with one child directly in front of the teacher rather than at a removed, quiet location. The second teacher-aide was doing desk work at the rear of the room with a group of four children. No interaction among the adults was observed.

The Neighborhood Workers

The tasks neighborhood workers do were spelled out very specifically by the Project staff. Observations of these activities were not possible.

1. A worker(s) may be assigned to work with teachers at a given grade level; for example: third grade to check on attendance, tardiness, and related situations.

2. Keep a regular and ongoing check and record on students who transfer into the school. Initiate contact with parents of transfers or new students to explain and discuss school facilities and programs.

3. Organize and assist with parent discussion groups.

4. Set up a place for receiving children who need temporary removal from the classroom or class activity. Provide an atmosphere which will help prepare the student for the earliest possible return to the classroom. Prepare

admit/return forms for students using the facility.

5. Assist with office duties regarding receiving parents when necessary on an emergency basis only.

6. Assist the nurse with home visits or follow-up telephoning when indicated.

7. Help students find their appropriate rooms when found roaming in halls. Follow up to see that students report to next room or station. This function is in regard to students who are known to get lost along the way.

8. Accompany classes on field trips, occasionally.

9. Observe in classrooms in order to understand school program.

10. Assist guidance consultant in other areas as indicated.

11. Assist in organizing playground activities or recreational activities during noon hour.

12. Observe students in classroom when requested by guidance consultant or teacher.

ANALYSIS OF VARIOUS PERCEPTIONS
OF AUXILIARY FUNCTIONS

As in all projects, the questionnaire[1] listing 95 possible functions was distributed in the Berkeley Project before and after training to both staff and participants, who were asked to react to the helpfulness of such functions when performed by auxiliaries. The suggested functions were later grouped into three clusters for purposes of analysis: those which seemed pupil-oriented

[1]Prepared at a Work Conference of Project Directors and distributed to Advisory Commission for comments or suggestions

(Cluster I); those which seemed task-oriented (Cluster II); and those which appeared harmful or at least of doubtful value when performed by an auxiliary (Cluster III). These so-called "negative" items were included to require some judgement by the respondents, as they reacted to the check list. The clustering was essentially tentative and exploratory (See Appendix G for composite scores, indicating the cluster and sub-cluster for each item).

Listed in Table IV are the ten items most favored by auxiliaries in the Berkeley Project after training (i.e., the ten highest ranked items in the posttest re: helpfulness).

TABLE IV

Comparison of Perceptions of the Helpfulness of Auxiliary Functions After Training in Berkeley Project

Cluster	Description of Ten Items Ranked Highest by Aides	Rank-Order in Posttest Aides [3]
III	Stopping pupils from fighting	1
I	Taking charge of a small group which is working on a special project while the teacher works with another group.	2
I	Helping pupils learn how to settle arguments without fighting.	3
I	Interesting a restless pupil in some of the available activities.	4
II	Running a duplicating machine.	5
I	Helping pupils improve their manners.	6
I	Listening to a pupil tell a story.	7
I	Helping young children learn to use crayons, scissors, paste, and paint.	8

[3] Data available only on Aides.

Cluster	Description of Ten Items Ranked Highest by Aides	Rank-Order in Posttest Aides
I	Giving the teacher information about a pupil which will help the teacher in working with him.	9
I	Playing games with pupils (such as rhyming games, guessing games, finger games.	10

The high proportion of Cluster I functions (i.e., pupil-oriented) among the ten highest ranking items for auxiliaries in Berkeley testifies to the focus of the program upon utilization of auxiliaries at a relatively high level. The emphasis upon sensitivity training in any program appears to be linked to a high prportion of Cluster I functions among the favored items. Freedom to discuss their respective roles with the teachers in group counseling sessions apparently resulted in acceptance of auxiliaries as assisting in the instructional process and also in a sense of accomplishment by the auxiliaries, who saw themselves as making a meaningful contribution to the learning-teaching process.

Further, the comparison of the auxiliaries' perceptions of helpful items before and after training reveals that six items appeared among the top ten in both pretest and posttest. It is apparent that the anticipated helpfulness of these activities was substantiated by actual experience at Berkeley.

TABLE V

Items in Top Ten in Both Pretest and Posttest for Aides Re: Helpfulness

--Stopping pupils from fighting

--Taking charge of a small group

--Interesting a restless pupil in some of the available activities

--Listening to pupils tell a story

--Helping children learn to use crayons, scissors, paste and paint

--Playing games with pupils

The four items which appear among the top ten in the posttest but not the pretest indicate the effects of training more vividly, since these were the activities found to be most helpful in actual experience, but the value of which had not been foreseen.

TABLE VI

Items in the Top Ten in Posttest but Not in the Pretest for Aides Re: Helpfulness

--Helping pupils learn how to settle arguments without fighting

--Running a duplicating machine

--Helping pupils improve their manners

--Giving the teacher information about a pupil which will help the teacher in working with him.

The inclusion of the last item above (giving teacher information about a pupil) in the top ten after training confirms the Study Team's observation that the auxiliary often could make a significant contribution ot the teacher's diagnosis of the children's learning needs because of the commonality of experiences of the parent-aides and the pupils in the neighborhood surrounding the school.

IMPRESSIONS OF PROGRAM FROM VARIOUS POINTS OF VIEW

The Teachers' Evaluation of Teacher-Aides

In interviews with the teachers and in training sessions including teachers and aides, the range of teachers' opinions about the aides was great.

Among the positive statements were:

"The need for aides to function at a high level is apparent."

Three teachers: "The aides are very helpful."

"They are wonderful. They help with the needs of the children."

New teachers reported having difficulty in thinking up ways to use aides, but teachers with experience in teaching disadvantaged children saw possible uses for other adults in the classroom more quickly. "Children now seem to be learning as they have not learned before," these teachers reported.

One teacher declared, "I am now much more aware of the language style of these children; I no longer feel the children's style of speaking is hostile."

"Parent-aides are changing their own sense of worth. Their own skills are developing; through effective utilization of these skills their self-image changes."

"After working with aides, I have been more alerted to how children feel, what their concerns are. A child came one day in a brand new, heavy sweater which was clearly too warm to wear all day in school. The child obviously did not wish to remove the sweater. I decided that rather than enforcing the school rule about hanging all outer clothing in the coat room, I would ask the child if she would like to fold the sweater and keep it in her desk so that 'nothing would happen to it.' She was willing to comply with this request and spent the day working profitably at her school work, taking only occasional peeks at her new sweater in the desk, instead of worrying about what was happening to it in the coat room. I would probably not have sensed

the child's concern about this long desired sweater before the aides had sensitized me to the child's feelings."

"The aides have been extremely revealing. The aides said they wanted their children's language corrected. We have had to interpret to them that teaching does not always imply correction, that there can be constructive feedback and reinforcement of proper language patterns which do not involve overt correction. This was a new concept for the aides which may affect their relations with their own children."

"The aides have progressed in thinking about discipline, from 'We want certain things done to our children' to, three weeks later, 'How do you handle this?'"

More negative statements from teachers were:

"Teachers and aides tend to sit separately in the lunchroom and during coffee breaks. Teachers don't want to thrust themselves at the aides who may be feeling their way in a social situation."

"The aides in the upper grades have certain inadequacies . They can't read a simple story. Can't assist with fourth grade social studies lessons."

"My teacher-aide is seeking intuitively to have the experiences that teachers have about really fundamental things. I think she needs some basic preparation."

"There are two aides in my classroom -- one is willing and one is more dependent."

"We need a 'removed' person as an evaluator. This person could take care of the aide coming in late. I didn't say anything when my aide was coming in five minutes late, but now it's getting to be ten or fifteen minutes."

"What worries me is the kids, what they're getting out of this experiment."

"Aides need more training in how you teach math or reading, so they will be able to facilitate the process."

"Personality conflicts are a problem. There is mpre friction between two aides in the classroom than between teacher and aides."

The Teacher-Aides' Reaction to the Experience

The aides in group interviews reported that they liked working with two or three children, listening to the children. They said that the children were not afraid to respond in a small group; that the children enjoyed talking about themselves; that parents often didn't really listen to their children; and that working with one child stimulated that child to try to learn. They said that they listened to the fantasies of the children and tried to find ways to motivate them to learn.

They asserted that their work at school helped them to be more patient with children in their own homes; that they felt more tolerant with their own children and understood better the value of the time spent with them.

When the aides were asked how they knew what to do with the children in school, they answered: "I would watch each child in the room and go to the one having difficulty." "Children start talking to you." "School has a way of

teaching, but all children do not learn that way. I had one child who was having difficulty distinguishing between letters. I had him trace a letter on a large sheet of paper, running his finger over it to get the feel of the letter. Another thing you can do is trace the letter on the child's back to help him feel it." "As a mother you feel the needs of these children." All the aides agreed on the need of children to read. They said they wanted to help them learn.

The aides spoke clearly and without hesitation of changes they would like made in the program: teachers and teacher-aides should have a week of orientation together; more orientation in content areas is needed for aides, especially reading, spelling, and new math, and more in the specific grade areas in which the aides will work; more than one week of orientation is needed, as well as more psychology, more science; more time should be scheduled with the teacher during the program; and more time should be provided after school when teachers can talk with aides about what they did in the classroom.

They spoke of wanting to help the teacher and of wanting to plan with the teacher. One or two found great delight when a recalcitrant child opened up to them. One discovered potential in a child who could not read at all. They wanted more respect from the children and more rules for the children.

The Reactions of the Neighborhood Aides

Four neighborhood workers in each school worked from the guidance department under the supervision of the guidance counselor and with the help of the psychologist. Neighborhood workers were available to all the teachers in the school who did not have two assigned aides in the classroom. The neighborhood workers reported that they encouraged designated parents to come to school to

make use of the facilities and services available to them. When one worker got a request to visit a neighbor of her own, she turned it over to another worker. Occasionally, they persuaded the nurse to make home visits. If it became necessary to make evening calls, neighborhood workers received compensatory time off.

The neighborhood workers maintained that most parents, when urged, came to the school, although the guidance counselor said later that few parents had come. When there was resistance to the neighborhood workers' requests, they said, quite logically, "We feel our way." If a parent asked, they stayed outside the house during the home visits. Usually, however, the worker had called by telephone (if there was one) before going a great distance. If the parent could not come to school, the neighborhood worker took to the parent a "conference sheet" filled out by the teacher on which the child's progress in the various subjects dealt with in the school periods is described as "excellent," "satisfactory," "working below capacity," or "special learning problem."

They said they spent about half the time in the school and half in the community. They went into the homes sometimes where they found persons they knew through some outside connection, such as P.T.A. or Girl Scouts, and found that the common membership was a help in establishing friendly relations. There was unanimous avowal that they applied for the job because "We wanted to be needed, not because of the money." Among other motives were: "My children's education is involved"; "I gave up a key-punching job to work in school because working with people is more important"; "I love working with children."

Other tasks they spoke of included: working in the office with children needing help, getting new parents to come to school, planning for a Saturday

movie, and organizing a school-community dance for adults.

They expressed needs for improvement in the program in these terms: more training for them as neighborhood workers in the orientation sessions which were "really just for teacher-aides"; more understanding by teachers of duties of neighborhood workers; more communication between aides and teachers, aides and administrators; and scheduled time for aides to talk with teachers.

The Inservice Training

The inservice training was conducted in each school each week for two hours under the direction of the University of California School of Criminology. It consisted of a modified T-group approach emphasizing effective learning. The content of the T-group sessions constituted the data for the research component of the project.

As indicated earlier, one week the teachers, teacher-aides, and neighborhood workers met separately; the following week they had a combined meeting. To achieve small, intimate groups in which views and ideas could be expressed freely, meetings were held at each school and, in addition, the combined meetings were divided into two sections.

In one of the training sessions observed, several topics were raised and discussed briefly. There were a few moments when no one volunteered to speak, and some prodding on the part of the leader resulted. He later told a member of the Visiting Team that it had been a very slow meeting without much emerging from the group itself. He suggested that the Study Team's interviews conducted just prior to the training sessions had taken a lot out of the teachers and aides and caused them to "dry up."

At another of the observed training sessions the topic with which the discussion began was punishment. The social worker, who did the actual leading, explained to the aides that punishment effects no change: "The children who are most resentful have had the most beating." A little later she urged that aides should not confront parents with wrongdoings of a child but should rather report it to a teacher. An aide said, "I'm negative to the idea of suspending a child. I'd want to ask, 'What have you done for my child?'" From that point the discussion rapidly evolved into a mass verbal assault by the aides (acting at that point only as parents) on the teachers.

At a third training group session the aides (again apparently forgetting they were aides), as parents, complained that Negro children were discriminated against when they were ready to enter high school. "If a child comes from Columbus and goes to Garfield (the high school), he is automatically placed on the lowest track." "If the children were taught early they would be fully competent when they reach high school." The teachers responded that they should not be blamed for what happened years before. The spokesman for the aides proclaimed, while the others nodded their heads affirmatively, that their children are as bright as white children, that parents should tell the person who decides the tracks, "Take my child out of the low track, because I know he is bright." A sixth grade white male teacher asked if the aides knew the statistics; "It is the same problem in other cities," he said. The conflict was far from resolved at the session, but the frank expression of opposing points of view seemed healthy.

The leaders of the T-groups were graduate students at the University

of California and were prepared for their role as group leaders at weekly seminars held on the campus, conducted by the project research director. At these seminars the process involved review of the previous T-group sessions and adoption of strategies for the next session. Preparation for each seminar consisted of listening to tapes of the previous T-group sessions. A group process observer (a more advanced graduate student) said a teacher told her that teachers could not criticize aides nor accept criticism from them. Aides were reported to have said only good things about each other. Generally, the trainers agreed that the teacher should preserve professionalism but be friendly with the aides. The trainers noted that aides and teachers tend to sit separately in the lunchroom and at coffee breaks. In some instances, the group agreed, aides were using trainers as a bridge to the administration, and suggested that aides appeared to be sophisticated at attempts to manipulate others, including trainers.

At an interview with the instructional staff of the project, it was suggested that trainers may be hearing negative expressions from aides, because the aides' new closeness to school opened up their feelings of inadequacy. The project staff believed that this reaction may have to be endured before the aides can go on to an intellectual understanding of what the school is trying to do. One group seemed to be entering the second stage, as it had moved beyond discussion solely about discipline, and on to content. At the beginning of training the aides bring with them the parents' concept of authority status. To them the teacher is the authority figure. The staff stated that each culture has its own learning style; these aides are reflecting problems of motivation and a sense of powerlessness.

One teacher commented in an interview that the first part of the training program should concentrate on content and the classroom and let the "human relations stuff" come later. Opinions about the trainers differed among the teachers, some teachers feeling they were good leaders, others that they did not supervise the groups effectively.

Two of the trainers reported in writing that to date (after six weeks) there appeared to be some anxiety in much of the group about what would come out in the meetings and what use might be made of the disclosures in the T-group sessions. The fear focused not only on others in the group but also on the project administrators. The two trainers believed that one norm of the group was that it is best not to speak and behave so that discomfort occurs in group situations. They cited instances of an aide becoming more cognizant of her own tendency to project her short-coming; of a person attaining an ability to express herself well; on the other hand, of a teacher with middle-class values becoming less accepting of the views of others.

Observation of the trainers in action with their groups led the Study Team directly to the conclusion that they were doing very little structuring in situations which called for freedom within a structured framework.

RECOMMENDATIONS FROM VARIOUS SOURCES

1) If the program aims to change parent attitudes toward authority in the home, it should involve the community so far as it is at all feasible. A step in this direction was taken as the Economic Opportunity Organization and the Urban League did the initial screening. The community influences the attitude in the homes and will need to be related to the program if the school is to be

effective as a change agent. The school cannot do the job alone. That there needs to be great care taken is surely true, but the Study Team suggested that there might be more involvement of the professional workers in the area, social workers, and trained personnel in other agencies.

2) Many teachers and aides expressed need for longer preservice training. They raised more than one question. a) Is it possible to lengthen the 30 hours devoted to training? b) Will a careful examination of the difficulties met in the program form a basis for a better preservice course that will give teachers more assurance of ability to use aides, and aides a better notion of what is expected of them than the countents of Cultural Patterns of Differentiated Youth?

3) One of the criteria for selection of teacher-aides and neighborhood workers is that they "must be willing to abide by the rules of the school." The Dtudy Team wondered whether it would not be sufficient to impress upon the parent workers that they would be entering an ongoing institutional and professional system during the screening interviews. The Study Team made observations after only six weeks of program operation, and some progress toward understanding of the system by the aides was evident.

4) The Study Team believed that more time is needed in which teachers and aides can talk together about the classroom experiences. The 20-minute periods before and after the school session reportedly were usually taken up by other and more pressing problems.

5) Teachers and aides continued to be separated by a considerable social distance after six weeks of the program. A suggestion was made by an aide

that one or more brief social gatherings before or during the preservice training might have eased the tension. This was done at one of the two schools. Probably teachers would accept the responsibility of making first advances in such gatherings in another year.

6) The large number and diversity of activities proposed by the planners of the program for the neighborhood workers and discovered by them and the teachers, provided a striking contrast to the relative hesitancy to designate functions and activities for the teacher-aides. This suggested to the Study Team alternatives for the future: a) the number of neighborhood workers may be multiplied; or b) teacher-aides may train for a school year as neighborhood workers; or c) a study of the reasons for the ready acceptance of the role of neighborhood workers may indicate methods to be applied to the teacher-aide relations.

7) A suggestion from a teacher had logic in it: to discuss content in initial training and human relations later. The same sort of idea came out of T-group training and other process deliberations.

PILOT PROGRAM TO TRAIN TEACHERS

Sponsored by
Detroit Public Schools
Detroit, Michigan

In the Detroit school system, a major concern to which the Institute applied itself was: "How can this workshop contribute to a better education for children without weakening the status of teachers whose competencies are generally deemed essential but whose value to the community is always subject to review by tax-conscious voters?"

The Detroit program was valuable in many ways, not the least being that it indicated what can happen in relation to these problems when an auxiliary program is absorbed by the school system. Initiated and implemented by the school system, the program could be tailor-made for the local situation. While this support of the institutional structure ameliorated many problems of eventual institutionalization, the project staff, nevertheless, recognized these problems and incorporated possible solutions or coping strategies into the plan of the project, whenever this was possible.

The guarantee of organizational standards stemmed in large measure from the very fact that the school system itself did inaugurate and implement the program with what one observer termed "a certain kind of fierce pride" in the knowledge that the program was not undertaken at the behest of any outside agency, but rather by the school system itself, for the enhancement of quality education in the Detroit Public Schools.

To maintain "cooperative autonomy" in the development of the program required painstaking (and unspectacular) planning of goals, organization of manpower and materials, and leadership strong enough to allow for flexibility without chaos.

Auxiliary personnel had been employed in the schools for a few years. In February,1966, through demonstration funding, a large number of these auxiliaries was incorporated into the school system. These people had been referred through the Poverty Program, employment agencies, and the Detroit Schools Personnel Department. This experience and the growing national interest in auxiliary personnel in education led the Detroit Public School System to request funds for a program which would (a) explore functions which teachers previously performed but which did not require professional preparation; (b) determine what kinds of training would be needed for both auxiliaries and the teachers with whom they were to work; and (c) examine the changes which would have to be made in the institutional structure of the schools in order to use the auxiliaries to the best educational advantage.

With funding from the OEO, the Detroit program was planned to prepare 40 teachers and 40 auxiliaries for six weeks prior to their return to four selected public schools as teaching teams. Actually, it was not possible to recruit for the project all of the teachers with whom the auxiliaries would be working during the school year. However, within the limitations of the Detroit Public Schools Summer-School Program, the project staff was able to arrange learning experiences which would prepare both auxiliary- and teacher-participants for the kinds of situations they might encounter during the school year.

The project staff, selected from among administrators in the Detroit Public Schools, had the cooperation and guidance of the supervisors and assistant superintendents in the planning and operation of the project. Representatives of the College of Education at Wayne State University acted as consultants in the planning; in the program itself they supplied lecturers and help in the presentation of materials. The implementation of the program was handled solely by the project staff.

PROGRAM PARTICIPANTS

The teacher-participants were employed in the summer school and Head Start program in the Detroit Public Schools, and many of them would be working with auxiliaries during the regular school year.

Recruitment of the auxiliary-candidates followed the established procedures of the Detroit Public Schools: an announcement of available positions was made through the school system publications, and notices of the program were posted in schools which already were using auxiliary personnel. The local employment agencies and poverty programs were notified.

Selection of the auxiliary-participants was based on interviews and evaluation of the applicants by the project staff and by a selection committee representing major community action agencies in the city. Minimal requirements stipulated that a teacher-aide must be eighteen years old and have either a high school diploma or pass a tenth grade achievement test. These requirements were more demanding than those for a staff-aide assisting in custodial and monitorial functions, who had to be eighteen years old and had to have completed eighth grade only. Successful candidates for the Project also had to pass a routine physical examination.

An attempt was made to select candidates already known to the school system through previous work as auxiliaries. Such previous employment had demonstrated the competency of the candidates in non-instructional functions. For the present project they were selected on the basis of further indication of high potential and a desire to return to work as auxiliaries in the school system in the fall.

PROGRAM STRUCTURE

Detroit has 170 schools involved in 19 federal programs. The four schools chosen for the present project were inner-city schools in Detroit: two elementary, one junior high, and one senior high school into which the other three schools feed. These schools are in neighborhoods inhabited largely by low-income Negroes, except for the high school, which is in the heart of a white working-class neighborhood inhabited largely by second-generation Americans employed in the auto industry. The four schools are large (one is the largest elementary school in the nation), and well-equipped. Practicums, teacher- and auxiliary-participant instructional sessions, and the office of the staff director were situated in these schools.

The program for the teacher-participants lasted six weeks. The auxiliaries participated in the program for five weeks, entering it a week later than the teachers.

From 9:00 to 12:30 each morning the teacher-participants were in the classrooms with their summer school assignments. From 9:00 to 10:45 the auxiliaries pursued a program of instruction in educational philosophy and school organization. The staff made notes from these

lectures available to the teacher-participants. At 11:00 the auxiliaries joined the teachers in the summer school classroom for the practicum.

The classes used for the practicum were the regular summer session classes in vocational training, music, remedial reading, civics, language arts, typing, or Head Start programs. A one-to-one relationship was established by having the 40 teachers paired with 40 auxiliaries working with 40 small classes. Each pair continued as a team for the entire project. Members of the project staff visited these practicums for at least a half hour at a time, and each teacher-auxiliary team was observed three to eight times during the project.

When the teacher-participants were first involved in the program, they were told, in effect, to throw out the rule book during the practicum, to investigate just how far they could go in involving the auxiliary in the learning-teaching process. The director of the project (a former president of the Detroit Federation of Teachers) assured the teachers that they had the help and support of the administration both in promoting such investigative activities and in coping with any difficulties which might arise from the experimentation. The auxiliaries were also told about the nature of the experimental program -- to research the possibilities of "support services" for the professionals rather than to continue to perform clerical and custodial functions as in their regular school employment during the previous years.

The teacher-participants had at the beginning of the program agreed that auxiliaries could help with the preparation of audio-visual materials, help determine grades in borderline cases by volunteering

information or suggestions based on their own experience with the children, check homework, monitor tests, show film strips, conduct some class work under supervision of the teacher, work with small group projects, and read to a class. The two important restrictions placed on the auxiliary's assistance were that a professional would always be present to insure quality of work being handled by the auxiliary, and that it was the teacher's function, never the auxiliary's, to present new material.

During practicums observed by the Study Team, the auxiliaries were occasionally engaged in scoring tests while the teacher taught, in reviewing tests, or in performing custodial tasks such as cleaning the aquarium in the science laboratory. In most cases, however, they acted as teacher assistants, reinforcing learning with individuals and small groups. Some worked with dramatics and expressed desire for further preparation in this area. One auxiliary learned, during the project, to play piano well enough to accompany the class in which she worked.

After the practicum, at 1:00, the teacher-auxiliary teams returned to the practicum classrooms for a two-hour evaluation of the practicum experience and for planning of the next day's session. During the first two weeks of the program the full two hours were scheduled for this session. In the later weeks, the time was shortened to accommodate the instructional program for teachers and/or auxiliaries, but always at least a half hour was given for the team session. The procedure for this planning and evaluation period was established by a form on which the teacher would write the day's plan, listing his own activities, with a parallel list of activities which the auxiliary could perform. The form was made in triplicate, a copy for the teacher, one for the auxiliary,

and one for the project staff. The following day, after the practicum, both teacher and auxiliary separately wrote evaluations of the practicum, based on the plan that had been prepared. Discussion at the post-practicum session centered on the two evaluations of the practicum in the light of the plan. This session was visited occasionally by a staff member who provided supervision in the planning and evaluation.

The project day ended with a one-hour (occasionally longer) instructional period for auxiliaries and teachers, either separately or together. The lectures, given by specialists, provided an overview of the profession of education, familiarized the auxiliaries with the structure and management of classrooms, and introduced them to the various departments and agencies working with and within the school system.

ANALYSIS OF VARIOUS PERCEPTIONS
OF AUXILIARY FUNCTIONS

As in all projects, the questionnaire[1] listing 95 possible functions was distributed in the Detroit Project before and after training to both staff and participants, who were asked to react to the helpfulness of such functions when performed by auxiliaries. The suggested functions were later grouped into three clusters for purposes of analysis: those which seemed pupil-oriented (Cluster I); those which seemed task-oriented (Cluster II); and those which appeared harmful or at least of doubtful value when performed by an auxiliary (Cluster III). These so-called "negative" items were included to require some judgment by the respondents, as they reacted to the check-list. The clustering was essentially tentative and exploratory (See Appendix G for composite scores, indicating the cluster and sub-cluster for each item).

---

[1] Prepared at a Work Conference of Project Directors and distributed to Advisory Commission for comments or suggestions.

Listed in Table VII are the ten items most favored by auxiliaries in the Detroit Project after training (i.e. the ten highest ranked items in the posttest re: helpfulness). The table also indicates how the teacher-trainees and staff reacted to the helpfulness of these particular items.

TABLE VII

Comparison of Perceptions of the Helpfulness of Auxiliary Functions After Training in Detroit Project

Cluster	Description of Ten Items Ranked Highest by Aides	Rank Order in Posttest Aides	Teacher	Staff
II	Preparing A V materials	1	4	3
II	Keeping health, attendance records	2	2	11
I	Helping pupils settle arguments without fighting	3	49	19
I	Helping pupils understand instructions	4	43	32
II	Checking supplies	5	8	33
II	Preparing bulletin board displays	6	7	8
I	Interesting restless pupils in an available activity	7	36	2
III	Stopping pupils from fighting	8	68	47
I	Listening to pupils tell about themselves	9	48	20
II	Filing and cataloguing materials	10	5	9

The major discrepancy between the perceptions of the auxiliaries and those of the teacher-trainees was in respect to the item "Stopping pupils from fighting." This item was assigned to Cluster III -- functions of doubtful value when performed by an auxiliary -- on the assumption that this function should, in most cases, be performed by a professional who would presumably be more knowledgeable about when or whether fighting should be stopped.

The high rank for "Helping pupils understand instructions" in the aides' perceptions, reinforces the Study Team's evaluation of the significance of this function.

Essentially, there appeared to be a balance between pupil-oriented and task-oriented functions as perceived by auxiliaries. They accepted their role as helper to the teacher, and added the role of relating constructively to pupils.

An examination of the ten top ranking items for pretest and the ten top ranking items for posttest reveals four items ranked in the top ten for both pretest and posttest. These four items, presented in Table VIII, are significant because they are indicative of the dual nature of the auxiliary role covering pupil-related and task-related items, since two are in Cluster I, and two in Cluster II.

TABLE VIII

Items Ranked in the Top Ten in Both Pre and Posttest
Re: Aide's Perception of Helpfulness

Cluster I	Interesting a restless pupil in some available activity
	Helping pupils learn how to settle arguments without fighting
Cluster II	Keeping records, etc.
	Preparing bulletin board displays, etc.

Moreover, it is significant that the auxiliaries included the following item on the posttest but not on the pretest; "Helping pupils understand teachers' directions."

During their visitations, the Study Team perceived this to be one of the most important ways the auxiliary could help the child. Very fre-

quently they saw auxiliaries help a child find the page in his book or carefully explain instructions to youngsters who might otherwise not have benefited significantly from the time spent on seatwork. The personal attention the auxiliary was able to give the child apparently had an impact and made the child feel that it was important for him to use his time properly.

This exemplifies a training situation in which auxiliaries grasped the value of performing a valuable function.

IMPRESSIONS OF THE PROGRAM FROM VARIOUS POINTS OF VIEW

Among the problems inherent in the institutionalization of an auxiliary program are those of guaranteeing professional and organizational standards, setting qualification standards for the auxiliary personnel, and defining different role prerogatives, for both teacher and auxiliary. Further consideration must be given to administrative organization, communication, and status channels within the institution, and financial issues.

As the instructional staff of the Detroit project saw it, midway through the program, there were two major questions to be confronted, questions dealing less with "the successful laboratory demonstration today than with the implication for tomorrow, of using non-certified personnel in a classroom where they make certain judgments about learning and become in a sense second teachers." The first question asks, "Are teachers' aides, as an employee group, to develop along lines of dental and medical aides whose professional responsibilities have been clearly identified and differentiated from those of the dentist and doctor who remain solely responsible for judgment, or are they to overlap, and possibly undercut spheres of accepted teacher authority?"

Consideration must be given to the fact that teachers may demand that "aides be exactly that, aides, and not something other than aides in practice, such as 'team equals' or 'second teachers' or 'service recruits in time of emergency.'" An equally important consideration, the staff believed, was that the auxiliaries, themselves, might insist that "all functions within the classroom that have been traditionally the teacher's responsibility, continue to be the teacher's sole responsibility unless aides sign contracts enumerating these duties and insuring commensurate remuneration."

The guarantee of professional standards came, actually, from several sources. The teachers, though willing to put aside the rule book, had to deal with their own not-too-covert fear of auxiliaries usurping the professional's role in the classroom. The observation that "Detroit is a union town, and this goes for teachers as well" expressed the added dimension to the problem of both professional standards and role prerogatives. The fact that the director of the project had been a president of the Detroit Federation of Teachers gave him some measure of assurance that the teacher-participants would believe his promises and guarantees. (This, nevertheless, must be recognized as an idiosyncratic situation rather than as a normal basis for rapport between administrator and staff.) The few limitations, mentioned earlier in the discussion of the practicum, were basis guarantees of maintaining both professional standards and the role of the professional in the learning-teaching process.

The teacher-participants indicated, in the group interview, that the threat came not from the aspirations of the auxiliaries, but from the possibility that administrators might be inclined to use auxiliaries as replacements for teachers when crises (common to most large school systems) arose.

The auxiliary-participants appeared not only to understand the need for guarantees based on role differentiation, but openly expressed their desire for maintaining such clear lines of definition. "We work as a team," one auxiliary said, "with the teacher having more authority and responsibility like the head of a firm, or the captain of a team." Another said, "The teacher has the responsibility for setting the tone of the relationship."

The selection of the auxiliary-participants was based largely on knowledge of their past performance and a "calculated guess" at their potential. Both the staff and the teacher-participants agreed that for future use of auxiliaries in the school system, hiring practices must be developed and maintained. One suggestion came from a staff member: "There should be degrees of aide functions, assigned according to training and ability, for which they should have to qualify."

Steps were taken, within the limitations of the practicum, toward defining the role of the auxiliary and, therefore, toward setting up qualification standards. One staff member commented, "We first assumed the aides could do more than they were able to do." The auxiliaries working in the high school were particularly conscious of restrictions placed on them just by virtue of their unfamiliarity with the subject matter of the class. On the other hand, the auxiliaries (apparently undaunted by not being able to do as much as had been hoped) remarked frequently on the flexibility evidenced in the practicum: "To fit in many situations is better than to be able to do only one thing." Another said, "I liked office work before, but it doesn't compare with this." For one auxiliary, at least, the institute served as a spur: "Now I want to go back to school and get my degree in

elementary education." In general, such routine responsibilities as attendance taking and operating a machine lacked high priority in the auxiliaries' estimate of their own value.

The signal aspect of the project was the opportunity teacher-auxiliary teams had for joint planning and evaluation. The specificity imposed by the planning and evaluation form made even the half-hour sessions valuable. (See attachment). Speaking of both the practicum and the joint discussion following it, one teacher said, "It not only gave me more time to plan, but it also forced me to plan more specifically. When you have another adult working with you, you tend to plan more specifically." "Now I have more time to teach," and " I am a better teacher as a result of having an aide," were further comments from teacher-participants.

SUMMARY OF STAFF REPORT

Suggestions from Teacher-Aides

The teacher-aides' responses to the question of what changes should be made in the program, if it were offered again for other aides, seem to support the conclusion that the practicum was more effective than the lecture phase of the training program. The suggestion most frequently written by the teacher-aides was that more time was needed in the classroom. The lecture phase was referred to negatively by the teacher-aides most frequently. The frequencies of typical responses to the question follow:

Response	Frequency
More time in the classroom	23
Fine, rewarding as is	11
Refresher help in subjects	9
Fewer lectures	8
No lectures in the afternoon	4
Work with audiovisual equipment	4
Miscellaneous	8

Teacher Orientation

Summaries of Teacher Questionnaires and Observers' Reports were used to evaluate the effectiveness of the program in terms of assisting teachers in gaining experience and understanding their emerging role as coordinators of paraprofessional personnel services in the instructional process.

Listed below are some teacher responses to the questionnaire item: "Of what personal value was this workshop to you?"

> "It helped me to visualize better ways in which an aide might be of help in the classroom."
>
> "Changed my attitude. I had not realized that a teacher and an aide together could successfully plan learning experiences for children."
>
> "Provided for working with smaller groups of children, hopefully improving the quality of instruction."
>
> "I learned to work with another individual in the classroom."
>
> "I became aware of ways an aide could really help in the classroom."
>
> "It made me aware of the beneficial and detrimental aspects of a teaching aide."

Observers' reports were examined and the aides' activities categorized and tallied. The following list indicates the frequencies of performance of aide activities as reported by observers.

Aide Activity	Frequencey of Performance
Assisting individual pupils	150
Clerical, including correcting papers	94
Explaining, demonstrating, reviewing	91
Working with groups, less than class size	84
Proctoring, monitoring	59
Orientation, observation	34
Audiovisual material construction	23
Audiovisual equipment operation	21

The teachers used the teacher-aides in a variety of ways, more often in instructional tasks than supportive functions. From the teachers' responses to the questionnaire and the observers' reports of the activities performed by the teacher-aides, it seems that the teachers had gained experience and understanding of their emerging role as coordinators of the instructional process.

Conclusions

The teacher-aides were effective in the instructional process as indicated by the teachers' final ratings of "satisfactory" for the thirty-nine of the forty aides in the program. In addition, ninety-nine percent of the teacher and teacher-aide responses regarding the quality of the aides' performance of the planned activities were classified as good, very good, or excellent.

Teachers utilized teacher-aides in clerical, monitorial, tutorial, housekeeping, and instructional tasks. Teachers gained experience in understanding their emerging role as coordinators of multi-level trained personnel in the instructional process. Approximately thirty percent of the observers' reports indicated that the planned activities were relevant to the learning to perform helpful tasks by the teacher-aides.

Development of the role of the teacher-aide awaits a policy statement clarifying liabilities and responsibilities as a guideline for subsequent establishment of training programs.

The aptitude, achievement, and personality measures used did not seem related to the effectiveness of the teacher-aides in their assignments. Selection of teacher-aides by the principal and his staff on the basis of

school area residency, adaptability, special skills, and ability to get along with staff and children seems to have provided trainable personnel. The possibility of requiring an aptitude and a reading achievement test for career development purposes should be considered.

Recommendations

1. The practice of selecting teacher-aides from among those recommended by the principal should be continued. The criteria should be school area residency, ability to get along with staff and children, adaptability, specialized skills, and tenth grade education.

2. All teacher-aides should receive preservice orientation before assignment to a school.

3. Films, filmstrips, and possibly programmed materials should be developed to replace some lecture presentations and augment others. Tests should be developed to assess the value of these methods in imparting information.

4. Aptitude and achievement tests should be administered to teacher-aides during the preservice orientation period to serve as a basis for grade level and content area placement recommendations.

5. Career development counseling should be initiated during the preservice orientation.

6. Classroom observations of other teacher-aides in action should be included in the preservice orientation program. These observations could be in the classrooms of the four schools employing teacher-aides on a saturation basis.

7. One experienced aide should be assigned for every twenty teacher-aides to assist them in the indoctrination period and then to monitor their training and maintain records for each.

8. A training standards chart listing the teacher-aide activities and expected level of skill and knowledge should be developed. The pay grade of the teacher-aide could be dependent on the proficiency level as shown on the chart.

9. A hierarchy of tasks should be developed to embrace instructionally related tasks, from the simplest level to the sub-professional level.

10. Workshops for different subject matter areas should be offered periodically to improve the teacher-aide's knowledge of content.

11. Seminars providing college credit should be arranged for those aides at a high proficiency level.

12. A form should be developed for recording the training of the aides. These records could serve as a basis for planning additional inservice training programs.

13. Inservice training should be provided for teachers who will work with the teacher-aides.

AUXILIARY-TRAINEES: TWO ILLUSTRATIVE REACTIONS

The reactions of the auxiliaries to the program are presented through the eyes of two auxiliary-trainees. The staff believed these case descriptions to be fairly typical.

Uncertain Birthdate but Certain Birthrights

Mrs. Elizabeth Haskell, aide to dance teacher Cornelia Weston, is determined to contribute some measure of opportunity to youngsters whose lives deserve adult attention.

Born herself into a family of twelve older brothers and sisters in "either 1927 or '28," "somewhere near the border of Tennessee and Georgia," Mrs. Haskell went to the segregated public schools of Chattanooga, twelve miles by daily bus from her father's truck farm. With only one other Negro family in the otherwise white middle-class community, she read -- and wanted to believe -- as a teenager, of the cities to the North where opportunity for Negroes abounded. Around her she could only see the trappings of rejection and imposed inferiority: her mother, who worked as a day laborer, never got more than six hours of sleep a night; whites had a special language of disrespect for colored people; and Negroes seemed closed off from the mainstream of life.

In 1944, for this teenager, life in Detroit was not so complete or bountiful as it had been pictured in newspapers from the North read by Negroes in the South. "We do not serve Negroes here" became a common expression heard by Mrs. Haskell as she tried to enter places featuring

entertainers whom she wished to see perform in public. Several jobs follo in which she was the secretary for small, "one girl" offices. Demonstratin home improvements in department stores was another occupation.

Meanwhile she had furthered her education by taking courses at Wayne State University. Her purpose was personal enrichment and fun throug refinement of skill rather than degree attainment. Last year, while she wa working for TAP at the Mack-Mt. Elliot Recreation Center, the teacher-aide program beginning at Miller Junior High School was recommended to her.

In March, she started assisting two health education teachers in dance classes at Miller. Taking the overflow pupils from large groups, she worked with the children at the level where she found in them the elements of self-expression through the body to the beat of music. To combat their "cooling down" to her, she gave them some rock and roll. To convey her understanding of them, she illustrated moods of exultation and sorrow which they had all experienced. Their language, which was foreign to her ears, did not overwhelm Mrs. Haskell, though she admits to the difficulty in following intonation and accent patterns unfamiliar to her ear and colloquialisms that were harsh and crude. "Pupils here know a phony," she emphasized, "and I am proud that they came to like me."

The summer workshop has been noteworthy for its "consistent sensitivity" to the problems of the disadvantaged, according to her. The new problem posed of teaching children who are here today and gone tomorrow, though frustrating to the teacher and aide alike, has been good experience with which teacher Weston has helped greatly.

Because Mrs. Haskell is a Negro proud of her ancestry and critical of its exploitation in this country, her words have a special force when she says, "I want others to know the advantage of what I did not have, as a child."

From Junior High to Junior College Daily for this Aide

Next September Highland Park Junior College will enroll at least one teacher-aide working in the Detroit School System. Her name is Miss Clarice Jacksnn, presently at work helping Mr. Clifton Ealy teach from six to fourteen elementary and junior high youngsters how to fashion leather and plastic into artistic and useful objects.

Based on a listing of the jobs she had had during the last nine years since graduation from Cass in 1958, an interviewer would not easily place Miss Jackson in the classroom. She has had only one contact with school children, that as a locker room aide at the Highland Park Y.M.C.A., her first job after high school. In following years she had such diversified responsibilities as assisting the store detective and clerking in the shipping department at Saks Fifth Avenue, bookkeeping for Turner Brooks, checking hats at Frank Cagen's, and learning about computers twelve hours a day at Michigan Bank. The long hours there did it.

From her mother, Miss Jackson heard of the teacher-aide program and applied. In March, she was placed at Hutchins Junior High as an assistant to three fine arts teachers. "I always wanted to return to school, and when I got my new job, I knew then that I could combine work and college." For her, at 27, it was time to stop thinking and wishing and start doing.

In fact, this is her guiding philosophy in the classroom. She believes that the aide should help discipline pupils if they are disturbing others trying to learn. Her attitude comes naturally, she said, from the way she was brought up and the way she learned to behave as a pupil herself. "Of course," she added, "it is essential that the teacher and aide have discussed such problems as discipline before class begins."

This desire to help, nurtured over the years by her contacts with people, made her ready to be moved by what she observed at Hutchins: teachers, with handicaps like too many pupils in the class, working hard with the children. Miss Jackson, in this setting, found that children could joke with her, but they would mind her when she wanted them to. She discovered that her poise was a strength, though it did not work in at least one case. "When a problem eats away at you because you can't solve it, it is time to turn it over to the teacher," she said, remembering a frustrating relationship at Hutchins.

The present workshop at Miller Junior High School draws instantaneous praise from Miss Jackson. "I cannot single out one thing because I've enjoyed everything here this summer," she commented. Knowledge gaps, which she feels limit her effectiveness, have been filled in somewhat by lectures during recent weeks. In the future, more workshop time for actually learning the subject matter, even if it reduced evaluation time, would be worth it, she believes, because the aide would have more impact on the students.

Verbal and vivacious, Miss Jackson conveys many competencies that would seem to affect positively both pupils and teachers. Certainly Mr. Ealy has been so influenced. "She is resourceful and consistent in expressing her interest in the children," are his words.

Sample of Evaluation Form
Used by Teacher and Aide
Immediately After Each Practicum Experience

Attachment #1

DAILY EVALUATION BY TEACHER / / or TEACHER'S AIDE

NAME _____ SUBJECT _____

DATE _____

1. In general, how well were the Aide's activities accomplished?

_____

_____

_____

_____

2. What were the most effective activities of the Aide?

_____

_____

_____

Why? _____

_____

3. What were the least effective activities of the Aide?

_____

_____

Why? _____

_____

4. Looking back, can you think of other activities which the Aide could have done to make the lesson more effective?

_____

_____

5. COMMENTS: _____

_____

Sample of Form for Planning Next Day's Lessons and Activities, Filled in by Teacher and Aide

Attachment #2

A STUDY OF AUXILIARY PERSONNEL IN EDUCATION

DAILY LESSON PLAN

(Teacher's Name) _____ (Aide's Name) _____

(Subject) (Grade Level) _____ (Date) _____

/ / Regular Summer School

/ / Cultural Enrichment, Extended School, Great Cities

(Time of Class) _____

/ / Head Start

(Room) _____ (School) _____

Teacher's General Plan	Approximate Time	Aide's Expected Activities

THE NEW CAREERS TRAINING PROJECT

Sponsored by
Institute for Youth Studies
Howard University
Washington, D. C.

"We selected the kids who are usually 'screened out' of special training programs. We 'screened them in.'"

The Director of the New Careers Training Project thus expressed the central theme of Howard University's testing of an experimental training model for high school seniors who were selected because they were low achievers (in the lowest tracks in Cardozo High School) and had been chronically absent.

This special program replaces the entire conventional twelfth grade high school program, providing instead a work-study program which included (1) a part-time paid work experience as teacher-aide or health-aide in the elementary schools of the Model School Division in Washington, D. C., and in the D. C. Department of Health, (2) an academic curriculum, and (3) a core group experience involving both personal and work-related counseling. Those seniors who successfully complete this year-long work-study program will receive high school diplomas and will also be qualified for positions as teacher-aides or health-aides in the Washington, D. C., School System or the D. C. Department of Health.

Unique among the 15 demonstration training programs coordinated by this Study, and also unique among programs for auxiliary school personnel throughout the country, this project reached the hard-to-reach and demonstrated untapped potential in many of those who have been unsuccessful in and alienated from school.

The response of these youth to special attention, earning while learning, and the prospect of meaningful employment would seem to indicate that many of those who have been perceived as "going nowhere" have the capacity to move forward and upward in programs geared specifically to their needs.

PURPOSES

This integrated academic and work-training experience had the following goals, according to the research design:

1. Upgrade the basic academic skills of the students so that further education or training beyond high school can become a realistic possibility for them.

2. Provide a curriculum and program that is relevant and meaningful to the students, so that students previously disinterested can be motivated to attend school regularly.

3. Develop in the students an understanding of their community and a desire to work for their community's improvement.

4. Provide a work-training experience that will provide the appropriate skills for a satisfactory job performance, and successful employment as human service aides.

5. Involve the students in decision-making around curriculum planning and program operation.

6. Provide professional teachers with the opportunity to relate to students as instructor, core group leader, and counselor, and provide them with the opportunity to become more familiar with their students, their students' problems and their interests.

These objectives were amplified in the rationale of the Plan of Operation, thus -

"One of the most serious criticisms of education, be it for the advantaged or the disadvantaged, concerns the gap between what the student is taught in school and what he experiences outside the school.

"While many efforts have been initiated recently to improve the conventional educational program -- small classes, team teaching, programmed instruction, teaching machines -- little has actually been done to change the curriculum. A wide gap remains between the world of the classroom and the world of work.

"Closing this gap has been one of our major concerns of educators throughout the history of formal education. Today, the problem grows more complex because of the rapid pace of social change and the pressures of an expanding technology. Educators must therefore look with the greatest care at programs which seek to prepare students for specific jobs: they must ask themselves whether this training is for securing employment or whether it is simply training for obsolescence, for jobs that may disappear even before training ends. This program, which will train thirty high school seniors to fill paraprofessional positions in fields of human service, will not be training for obsolescence; in contrast to the content of many training programs, its body of knowledge, attitude development, and complement of skills are urgently needed in the rapidly expanding human service field which is not directly affected by automation. It is estimated, moreover, that the employment potential in this field is considerable.

"To say that the training of human service aides is based on an accurate appraisal of the employment potential is not to have closed the gap we speak of. We have dealt with only the 'what' of education and have yet to consider the 'how'. An individual who participates in a human service aide training program can feel secure that he has made a career choice that offers a bright

future in the world of work. Once the student has made a career choice it becomes the responsibility of the training institution to develop a program that will meet his needs and prepare him to function successfully as a human service aide."

The New Careers Training Project then proceeded to test the "how" of such training in the model described below - a model which, it was hoped, would point the way toward expanding the training of potential school dropouts as auxiliary personnel in human service programs. A final goal was to develop a training model which might be incorporated into regular public school systems.

COMPOSITION OF THE PARTICIPANT GROUP

Twenty-seven trainees were selected, of whom 17 were male. This was the only project of the 15 demonstration programs in which men predominated. It may be hypothesized that it is less difficult to persuade young men to take such training while they are still in school than to persuade them to train as teacher-aides after they have left school. Once they have cut the ties with school, either by graduation or by dropping out, young men tend to seek vocational opportunities that are more typically "masculine" than assisting in a classroom. The opportunity to earn money while still in school may also have been a factor in attracting male trainees.

METHODS OF SELECTION AND RECRUITMENT

Of those selected, approximately two-thirds were considered high risks, by reason of academic record, attendance record, family background, and a history of "acting out" their resentment at their life conditions in juvenile delinquency. The other third were considered low risks -- those who had mediocre records but

were not prone to "acting out" their resentment.

However, despite the generally low achievement, these youths had remained in school while many of their "buddies" had dropped out -- an indication of some motivation for self-improvement.

The trainees were recruited by teachers who approached students in terms of their interest in participating in the program in accordance with the selection criteria.

In the early days of the projects, a few trainees went back to regular programs in the high school, and the replacements were of slightly higher academic achievement. In general, however, the selection goals appeared to have been achieved, i.e., reaching potential dropouts or those who might graduate and then find it difficult to secure employment.

Of the 27 participants, eight were in training as health-aides and the remainder as teacher-aides. All were Negroes.

SETTING

The District of Columbia School System has an unusual number of problems that affect this aide training effort. A representative of one of the national educational associations describes these problems as: "Poor financial support; antiquated school buildings; rigidity as to the track system, instructional program and administrative patterns; and reputedly low teacher morale."

Balancing this rather discouraging picture of alleged rigidity is the innovative potential in the Model School Division, which attempts through special personnel and equipment to move toward a more dynamic program. This project,

closely related as it is to the Model School Division, partakes of both the advantages of an experimental approach and the disadvantages of an antiquated school system.

The on-the-job training for teacher-aides took place in three schools of the Model School Division -- Grimke, Harrison and Monroe. The health-aides received their on-the-job training in facilities of the D. C. Department of Health.

The academic curriculum was provided mainly in the Cardozo High School, in which the trainees were still enrolled. A few academic courses and the core group experience were conducted in a nearby church building because of inadequate space in the high school.

STAFF

The staff consisted of the Project Director, Research Director, Project Coordinator, Director of Academic Instruction, Master Teacher, three Skill Specialists (mathematics, science and remediation), a Health Educator and a Core Group Counselor.

Staff included people who were themselves experienced in various fields of human service and who were familiar with the academic requirements of the D.C. Public Schools. Only four staff members (the Director of Academic Instruction, the Program Coordinator and two Specialty Instructors) gave full-time to the project. Though this fact reduced the continuity and cohesion of the program, there was a certain advantage to be gained from the active relationship of the part-time staff to other ongoing training projects in "New Careers" operated by the Institute for Youth Studies -- an agency with keen sensitivity to social problems

and a long history of courageous and imaginative coping strategies.

STRUCTURE OF THE PROGRAM

In the initial stages, the general plan was to devote each morning to the work experience and afternoons to the academic curriculum. However, it became apparent that such a fragmented day was unproductive so that the trainees spent two almost full days on the job and one full day -- Friday -- in academic pursuits, with the other two days' work experience breaking at 11 A.M., when the trainees left school to engage in their academic work. The core group experience took place on Monday and Wednesday afternoons. At this time the trainees were divided into two groups of 13 and 14, respectively, to facilitate discussion.

The three components of the program -- work experience, academic instruction, and core group experience (counseling sessions) -- are described below.

Work Experience

In each of the three participating elementary schools, a few teachers who had volunteered to participate in the project were selected, and one aide was assigned to each cooperating teacher.

Prior to the opening of the project, a meeting with the three principals was held to explain the nature of the program and determine how the aide trainees would be utilized in their schools. Subsequently, an orientation program was held for the cooperating teachers and for the supervisors of the health aides.

Class observations by the site Visitation Team revealed considerable variation in the roles and functions of aides. The degree of responsibility given to the aide and the extent of involvement with the pupils appeared to be a dynamic of each situation, varying in accordance with the personality of the teacher, the ability of the aide, and the particular need of the pupils.

One teacher described her use of the aide assigned to her thus: "I tell the aide what needs to be done, and he then plans his own schedule to accomplish the assigned tasks. He works particularly with one slow student who sits near him."

Another teacher said that she had to remind the aide every day of the routine tasks which were assigned to him. She expressed displeasure at such lack of initiative but countered this criticism by reporting that he had suggested a most interesting field trip for the pupils. She added that the boys had so identified with this personable young man that she noticed an improvement in their personal appearance. This teacher evidenced no apparent jealousy over the fact that the pupils "really loved this aide." A Negro herself, she seemed sincerely pleased that they had a male role model with whom to identify. However, she said that his emphasis upon being a "big brother" to the pupils seemed to weaken his control of the class; she could not assign monitorial duties to him when she was not present. Later the aide in a group interview stated that he wanted to be a friend, not an authority figure to the pupils. Because he disliked the necessity of exercising control, and because of the constant supervision of the teacher, he doubted that he wanted to become a teacher-aide, despite his success in relating to the children.

Many teachers appeared to use the aides primarily for checking papers, preparing bulletin boards and running a duplicating machine rather than in direct contact with the pupils. However, one teacher stated emphatically, when her aide was withdrawn from her class for a special assignment one day: "I find that I can't teach without him."

The health aides were supervised by public health nurses assigned to schools or clinics. They kept records, weighed and measured the pupils, administered simple first aid, and were generally helpful to the nurses. The observed relations between the nurses and the aides seemed most cooperative.

Academic Curriculum

The rationale for the academic curriculum centered around the need to meet academic requirements for a D.C. high school senior and at the same time capture the interest and stimulate the effort of low achievers. This need for a delicate balance between reality and ideal had been perceived by the staff. The program was concept-oriented with stress upon various areas, such as the idea of coping, roles, and relationships. It was believed that it was possible to operate at a relatively high level of content, with remediation of existing deficits (such as the difference between "sure" and "shure") brought in incidentally, but not over stressed. The central aim was to meet the needs of the pupils by having them make contact with learning as a process.

The rationale for the academic program was expressed in the plan of operation:

> Growing out of our commitment to realistic career training and criticism of traditional high school curriculum is our concept of the academic component of the

Human Service Aides Program. Underlying our approach to classwork is the need to tie together the various backgrounds of thirty seniors and their on-the-job experiences in order to develop the behavior and attitudes necessary for a young adult to function effectively in our complex society. The curriculum goals for this program are those established for all graduating seniors in District high schools: we want our thirty seniors, for example, to have a better understanding of themselves; we want them to understand their duties and responsibilities as American citizens; we want them to develop further their reading, writing, and reasoning skills so that they will be prepared for post-high school training. Experience in prior programs involving the New Careers Model has shown that once relevance has been established between school and the world of work, students themselves develop a desire to gain additional education.

In meeting the demands for the training of human service aides, the academic component of this program of career training will have a number of goals:

1. The development of a curriculum that the students will see as meaningful and that will establish for them a strong connection between their job and their classwork.

2. The development of a curriculum that will aid the students to see their own problems as youth living in poverty in a broader context, in order to provide an understanding of ways to grow out of poverty.

3. The development of a curriculum as unified and interrelated as possible and which will be organized around themes and units rather than traditional subject areas.

4. The development of a curriculum that, without sacrificing content or ideas, will provide remedial work for those who need it and the skills necessary for success as human service aides.

5. The development of a curriculum that will meet the district school system's requirements for four Carnegie units: English, social studies, mathematics, and science.

The differences in our program from the conventional senior year for students in the General or Basic (Special Academic) Track lie in our emphasis on key areas of the curriculum, teaching strategies, and the instructional materials we will use. While the aide's job experience is an important fact in determining what goes into the curriculum, we broadly interpret the work experience to encompass many topics included in the traditional curriculum sub-divided into subject areas. These topics, however, are rearranged in a sequence that will be integrated closely with the thirty aides' paraprofessional assignments.

To illustrate what this concept of a program of career training means, we include here a description of our first unit. This unit included work that would traditionally be begun with a goal and an idea. Our goal is to make our students' own experience central to everything we teach. Our idea for the first unit is that man survives and prospers as he is able to cope with things unfamiliar and difficult. The idea and the goal are one, for our students will be in the midst of very trying situations as they deal with this unit in class.

The Visitation Team was impressed by the consistency with which the concepts described above were applied to instructional content and process. However, the trainees, inured to a more conventional approach, expressed concern lest they were not learning the specific knowledge and skills they would need in the world of work. After all, these high school seniors had persisted, despite low marks and discouraging outlook, to work toward their diploma as a "Union card" to the world of work. Some of the trainees complained that all the academic courses, whether supposedly in the field of English or Social Studies, ended up being a course in child development. This stemmed from the laudable desire of the instructional staff to relate all content to the work experience in elementary schools which was inevitably oriented toward child development. However, the trainees were accustomed to a compartmentalized and content-oriented approach and were concerned that they might be missing some essential information. A sudden switch from a content-oriented to a concept-oriented approach is indeed problematic. However, it is possible that unconscious growth elements for the

hitherto school-resistant trainees might be present in the situation.

The academic content was divided into three major categories: a modified high school curriculum, specialty training, and remedial work. In the modified high school curriculum, material was of necessity geared to satisfying the four Carnegie units of English, Mathematics, Social Studies, and Science. All subjects were taught in terms of real life situations. For example, mathematics was taught on the day of the site visitation through a simulated grocery store with a wide variety of packages on hand. It involved budgeting and planning as well as actual arithmetic, all in concrete terms rather than in abstractions.

Specialty training consisted of separate classes for health- and teacher-aides in which they learned the basic practical and concrete skills required on the job. The teacher-aide skills were further broken down into two sections: kindergarten through third grade, and fourth through sixth grade. At times the health- and teacher-aides met jointly for material relevant to both -- at times the two skill instructors taught specific skills to each other's groups.

The remedial work was in the field of basic communications, with emphasis on oral skills. This focus was carried over into English, where oral reports to the whole group of trainees was a new experience for many of these low achievers who had not usually been called upon as reporters for workshop sessions. In this group of their peers, with an accepting climate in the classroom, many students found a latent ability within themselves for presenting the highlights of a "buzz session" to the entire class.

The health aides had special courses in biology. They seemed to enjoy

their new knowledge about the way the human body functions. Many aides in the group interviews referred to this course as particularly interesting.

Core Group Experiences (Counseling)

The core group experience appeared to have multiple facets. One objective was to involve students in curriculum planning. The student would be expected, according to the Plan of Operation, "to comment on all phases of the program: the on-the-job training, job supervision and the supervisors, the specialty classes (skill training), the academic work, the core group, and staff. The students' opinions will be elicited in order to make ongoing program adjustments and to give the students an opportunity to take responsibility for their own progress in the program."

An objective such as this, though well conceptualized, is difficult to achieve. The reality at Howard University was, to the Visitation Team, exciting in its possibilities and naturally inconclusive in its outcome, particularly at the opening of a year-long effort to elicit frank and constructive reactions. One drawback was apparent. Since there were no teacher-trainees[1] in the core group experience or in the project as a whole, the aides' complaints about their assignments in the classroom did not come directly to those who made the decisions -- the teachers in the school. The teachers' general point of view was represented by the staff members who led the core sessions, one of whom was a master teacher. However, the teachers who were actually using aides

1 The term "teacher-trainees" refers to teachers enrolled as participants in the project, as opposed to the project's instructional staff. These are the teachers to whom aides are assigned in the practicum or on the job. In 10 of the 15 demonstration programs, the classroom teachers explored their new roles and relations as co-participants with aides.

in the elementary schools did not participate in the core group experience.

In one instance, a boy objected in the core sessions about having to do work which should be done by the janitors or the pupils, such as cleaning fish bowls or lining the blackboards. The teacher to whom that boy had been assigned seemed to the Visiting Team the kind of person who would have listened to such a complaint and talked it out with understanding and sensitivity. However, the boy could not bring himself to mention this problem to the teacher at school. He might have been able to express himself on the subject to the teacher in an accepting group situation if she were one of the participants. This is, of course, merely a supposition, but the lack of teacher-participants precluded the possibility of this kind of interaction.

An aim of the core sessions was to develop inner strength and emotional stability as well as to involve the students in the program planning. It was hoped that concern about their reactions to the job and to their academic work would spur the trainees to more effort on both fronts. Freedom of expression was surely evident. It was too soon at the time of the visitation to judge the ultimate value of the experience.

ANALYSIS OF VARIOUS PERCEPTIONS OF AUXILIARY FUNCTIONS

As in all projects, the questionnaire[2] listing 95 possible functions was distributed in the Howard Project before and after training to both staff and participants, who were asked to react to the helpfulness of such functions when performed by auxiliaries. The suggested functions were later grouped into

2 Prepared at a Work Conference of Project Directors and distributed to Advisory Commission for comments and suggestions.

three clusters for purposes of analysis: those which seemed pupil-oriented (Cluster I); those which seemed task-oriented (Cluster II); and those which appeared harmful or at least of doubtful value when performed by an auxiliary (Cluster III). These so-called "negative" items were included to require some judgment by the respondents, as they reacted to the check-list. The clustering was essentially tentative and exploratory (See Appendix G for composite scores, indicating the cluster and sub-cluster for each item).

Listed in Table IX are the ten items most favored by auxiliaries in the Howard Project after training (i.e., the ten highest ranked items in the posttest re: helpfulness). The table indicates how the staff reacted to the helpfulness of these particular items.

TABLE IX

Comparison of Perceptions of the Helpfulness of Auxiliary Functions after Training in Howard Project

Cluster	Description of Ten Items Ranked Highest by Aides	Rank-Order in Posttest Aides	Teacher[3]	Staff
III	Taking responsibility for the class for a few minutes when teacher is called away	1		64
I	Helping pupils learn how to settle arguments without fighting	2		20
II	Keeping records, such as attendance and health records	3		29
I	Helping young children learn how to use crayons, scissors, paste, and paint	4		66
I	Showing pupils how to clean up and put away materials	5		24
I	Helping pupils improve their manners	6		52

3 No teacher-trainees in program

Cluster	Description of Ten Items Ranked Highest by Aides	Rank Order in Posttest Aides	Teacher[3]	Staff
I	Encourage pupils to make the most of themselves	7		55
II	Preparing bulletin board displays	8		5
I	Playing games with pupils, (rhyming, guessing, finger games	9		73
III	Stopping pupils from fighting	10		7

One of the principal values perceived by the Study Team in the Howard Project was the motivational impact of the auxiliaries on pupils of their own background. Apparently the auxiliaries sensed this "plus" factor since the item "Encourage pupils to make the most of themselves" was perceived as helpful by a large proportion of the auxiliaries, but these particular items did not receive high ratings from staff. Only with respect to "Preparing bulletin board displays" and "Stopping pupils from fighting" did the items fall into the top ten for both auxiliaries and staff.

Analysis of items which appeared in the top ten ranking items after training, but not before training, reveals that the item referred to above, i.e., "Encourage pupils to make the most of themselves," is included. This outcome of the training confirms the significance of motivational factors in the Howard program.

IMPRESSIONS FROM VARIOUS SOURCES

Reactions of the Aide-Participants

Unanimously and with enthusiasm the aide-trainees in their group interview with the Visiting Team declared their intention to continue their studies

even beyond their high school diploma. These were the young people who had been judged as "going nowhere", as "just getting by." Even taking into consideration the "Hawthorne effect" of this pilot program and the very natural tendency to give the "right" reply, these same young people were quick to be negative, even condemning, on other points -- and only about two-thirds of them declared they wanted to become teacher-aides or health-aides. They had apparently agreed, however, that there was real merit in study, further study, and they were on their way. This result alone attested to the value of the project.

On other counts the results were less clear. The fact that two-thirds of the trainees expressed a desire to become aides in classroom or health centers could be viewed two ways: either as an index of success or failure depending upon the hopes and expectations of the perceiver. In view of the previous achievement record of the trainees and the relatively brief time in which the program had been operating at the time of the visit, the positive response of as many as two-thirds seemed to the Study Team to be heartening. Moreover, the fact that these young people had been motivated to improve themselves seemed more important than whether they had responded to the particular occupational opportunity offered by this program.

Some positive results in terms of a more healthy self-image were discernible from comments such as:

> "They call me 'Mister' on the job. It sounds good."

> "I offered to act as junior truant officer because I know I'll be accepted in the homes. They listen to me and I really help the kids who don't want to come to school. I say to them: 'You just better study. Believe me! ' and they know I know what I'm talking about, and they know I'm doing something about it."

"I pick the leader where there's some trouble brewing. I talk to him. He will listen to me. It seems good when you can really make a difference in what happens in the class.

"Before I came to this program, I was not interested in health or people. I dropped out. This program makes me want to go on."

Some negative reactions were also expressed such as:

"We should have the same books that the rest of the seniors have during the school year so as to be sure to keep up with them. Most of our readings are about poor, black people."

"The academic part of the program should not all be about child development."

"I don't see what we've gained so far out of the core group sessions." (This reaction may be because the values gained are not easy to define. However, the motivational and self-concept changes described above seemed real. They had come from some part of the experience. It is difficult to isolate the effects of the core group from the totality of the program.)

"When I have a problem, I go to one of the staff members; I don't talk about it in a group." (This reaction indicates how foreign the core experience was to the previous mode of interaction of these trainees in a school setting which required a slow and difficult adjustment period.)

One interesting aspect of the group interview with the aides was the apparent frankness about some of their own deficiencies, such as:

"We need more English. We need to learn to say things right if we're going to work in the classroom."

"We have trouble controlling the class. We're not supposed to hit the children, but sometimes nothing else will make them stop their nonsense."

Reactions of Staff

Because of a sudden severe snow-storm, the monthly staff meeting at the

home of the director of the Cardozo Project in Urban Teaching was cancelled, so the Visitation Team was deprived of the opportunity to talk with all those involved in the planning and operation of the project. Reactions of staff were gleaned from talks with individual instructors on the way to and from observations.

A spirit of excitement and fervor seemed to prevail among the staff members, despite some frustration over the need for more full-time members of the instructional staff.

A deep insight which came through in these informal discussions was that it is the brighter youth who are hard to reach. They are inclined to be anti-social. The slow ones work hard at remediation. They recognize the need for remedial work, but they also have a strong sense of status about instructional content. They don't want to be taught anything too simple -- to be talked down to just because they are in the lowest academic tracks.

The staff, sensitive to those needs, were also quick to perceive subtle changes in attitude. A sense of accomplishment was conveyed in the comments of one staff member who seemed to be speaking for the others when she said: "They stand taller after this program."

At midpoint in the program, staff evaluated progress and made recommendations. The following excerpts from their mid-term report reveals sensitive response to feedback from trainees:

> "When the year began we had two major goals -- getting the group through to a high school diploma and getting them into entry jobs in the Department of Health and the Board of Education.

"As the year has progressed several students have expressed desires for more education, some have expressed desires for jobs which are related but for which we didn't plan curricula. An example is the desire of two of the health-aides who have typing skills to become medical secretaries.

"These newly emerging goals have caused us to review and rethink the various components to see if they meet the needs that have surfaced. This process is very much in the fore at the half-way mark.

"Perhaps the 'demonstration' phase (related to diploma and job) is over. Now the program's goals must converge with goals as expressed by the students. Perhaps this doesn't involve a change in method so much as adjustment in content and emphases.

"Among the suggestions were that 'remediation' dominate training and that the specialty teachers focus on remediation using such means as log keeping and reporting to remediate in writing and other communications skills.

"A bigger question emerges: Is there a conflict between the method or style of this kind of curriculum development and the needs of the students for variety and some separation between the content of specialty and academic?

"One remedy would be to start the academic year with some packaged units and slowly bring in the students' experience which might result in units prepared to meet needs as perceived by students rather than our doing their perceiving for them. In fact, so much innovation at the beginning of the program is hardly well advised, since the aim is to respond to students' needs. It is only through constant contact with students rather than preconceived assumptions that these needs can be recognized.

"Finally, perhaps, in the future, it would be wiser to start by recognizing that the academic needs are pre-eminent, since the trainees are students. It would then be the job of the academic co-ordinator to parcel out responsibility to specialty teachers who would function as part of the academic staff."

Reactions of Visitation Team

One member of the team summarized his impressions in a vivid analogy: "The Howard Project is bidding a grand slam with a good many weak cards in the hand." As a high risk project, it should be viewed in the light of the difficul-

ties and peculiarities of the task undertaken and the setting.

The team was also keenly aware that unless some project sponsors have the courage to take calculated risks, the potential of the low achievers and chronic absentees, when motivated, will never be demonstrated.

The Howard Project provides a provocative context within which to examine the three major concerns of this Study: (1) Role Development, (2) Training, and (3) Institutionalization.

1. Role Development

As in most of the demonstration projects in this exploratory study, there was more opportunity to experiment with a variety of functions than to re-examine and re-define the roles of the school, the teacher, and the auxiliaries in relation to the needs of pupils and to the educational enterprise in the community.

Howard, aware of the limitations of a project in which teachers and principals were involved only peripherally, has instituted a follow-up study of its school-aide training program which was conducted in the spring term of 1966. This study includes in-depth interviews with principals, teachers, and aides. This approach may help in answering some of the basic questions educators are asking as they view the burgeoning of the auxiliary school personnel movement throughout the country, such as: What are the tasks of the educational enterprise, and how can auxiliary personnel contribute most effectively to the accomplishment of these tasks? What changes in the way teachers see themselves are needed? What new and expanded roles for teachers are made possible by the

utilization of auxiliary personnel? How can the role of the auxiliary be most meaningful to himself and most helpful to the teachers? What does all this mean for the pupils?

Lacking joint counseling sessions for teachers and auxiliaries, as well as scheduled time for review of their common experiences by each teacher-auxiliary team, there was little opportunity to glean new knowledge in these areas of concern. Auxiliaries were added to certain classrooms; they performed a variety of tasks for the teacher; and they were given training for a variety of activities. Some teachers met with the auxiliaries assigned to them in the half hour of the school day before the children arrived. Some also gave the children seat work from time to time in order to plan with the auxiliary. It remains for future research to delve into the dynamics of these relationships and to assess the pupil outcome.

Meantime, it would appear necessary to clarify some of the ground rules. For example, different teachers interpreted the rule about whether an auxiliary should be left in charge of a class very differently. The continuum extended from "Never" to "For extended periods." This was, in part, dependent upon the ability of the auxiliary, but some uncertainty about the position of the D.C. school system on this matter was perceived by team members.

Also manifest was the need for developing realistic expectations by the auxiliaries as to the variety and nature of the tasks they will be asked to perform. It appeared to the team that the question of who does the dirty work (such as cleaning fish bowls and lining the blackboards) should be dealt with

squarely in training both auxiliaries and teachers for their joint enterprise.

2. Training

The training goals of this project differed sharply from those of the other fourteen demonstration programs, since it was not designed solely to prepare the participants to function in a teacher-auxiliary partnership but rather pursued two parallel goals: (1) to train the enrollees as aides, and (2) to provide a high school experience leading to a diploma.

The team sensed the staff's laudable desire to relate the content of the academic courses to the daily lives and interests of the students, as well as their indirect approach to teaching basic language skills, the latter to avoid seeming to "attack" the trainees in a vulnerable area. However, the use of some programmed materials such as teaching machines and other electronic aids, might be a valuable resource in the basic skill training, particularly when supplemented by sensitivity training so as to integrate the cognitive with affective learnings. Also, auxiliaries might be encouraged to test out simulation, micro-teaching, and other approaches to studying classroom behavior. In two of the demonstration programs, auxiliaries in training, together with teachers in training, received a quick feedback on themselves in action through video tapes. Such a program involves expensive equipment, which would appear to be justified in the Howard Project because of the courage and imagination of those who planned this effort to reach a segment of the population that is usually ignored.

Funds and the cooperation of school administrators would also be needed to inslude teacher-trainees in the program. The experience in the demon-

stration programs seems to indicate that a one-to-two-day orientation is not adequate. Neither will lecturing th teachers about how to work with auxiliaries do the job.

Supervision and training afe often thought of as discrete, but in developing teacher-auxiliary teams, supervision is actually a component of training. Both the teacher and the auxiliary need a skillful and sympathetic third party to go to with problems. At Howard, the auxiliaries reported that there were people on the staff to whom they could go with their problems. However, when teachers were not part of this discussion, its productivity was limited.

3. Institutionalization

The Model School Division of the Washington, D.C., School System is well suited to the kind of demonstration program which Howard is developing, since it should be possible to ask some fundamental questions about the community, the children, the out-of-school agencies, the current roles of the school, the teacher and the auxiliary, and then to utilize the answers to these questions in developing a program of stable, open-ended employment with training opportunities correlated with each step on the career ladder, on a work-study basis. A beginning has been made.

Entry jobs at the G.S.-2 Level ($75 a week) have been promised to graduates of this program. The interesting idea of having an auxiliary training program as part of a high school curriculum is receiving a preliminary try-out. Imaginative new ideas about the utilization of auxiliaries may emerge.

The realities of the situation may reduce the final output. For example, new budgetary and legislative developments have rendered the employment of graduates of this program less assured. Moreover, still lacking is the essential element recommended by this Study, that "time be scheduled during the school day or after school hours with extra compensation for teacher-auxiliary teams to review their experiences and plan together for the next day."

The Visiting Team also perceived a lack of continuing and effective communication between the Institute Staff and the teachers to whom auxiliaries were assigned at the school. Such communication was seen as an important component of the "team concept" in its totality, which is fostered by the inclusion of teacher-trainees in a given program.

However, a sense of fulfillment and hope seems to permeate this program. There is obvious pride in being part of a brave, new effort. It is as if the "Hawthorne effect"[4] had been institutionalized.

---

4 "Hawthorne effect" refers to the classic study of human relations at the Hawthorne plant of General Electric which proved that participation in an experiment has an effect upon the behavior studied.

A PROJECT TO TRAIN AUXILIARY SCHOOL PERSONNEL (TEACHER-AIDES) IN CONJUNCTION WITH AN NDEA INSTITUTE FOR ADVANCED STUDY FOR TEACHERS OF DISADVANTAGED CHILDREN

Sponsored by
The University of Maine
Orono, Maine

Poverty in rural areas is often difficult for the casual visitor to identify. The vacationer who rides off the main roads in such places as Puerto Rico, the Appalachian mountains, or in the state of Maine may see ramshackle houses, thin children working in a field or playing outside a country school. However, the surroundings may appear so idyllic: sunshine, intense blue sky, tall trees, rolling hills, wildflowers dappling the roadside, that he leaves with the belief that so scenic an area must be a wholesome place to live. The indigenous population, facing the daily task of making a living for a family from a worn-out farm, or seeking meaningful employment in a tiny village, or seeking education for their children from a school system which has an inadequate tax structure, may have neither the leisure nor the energy to appreciate the beauty which surrounds them. This reality led an early settler in Maine to state, "You cannot eat a sunrise."

The 1960 Census reports that 22.8 percent of all Maine families and 40.5 percent of farm families had incomes under $3,000. In 1964, the U.S. Office of Education ranked Maine lowest among the states in the percentage of high school graduates going on to higher education, only 31 percent of whom do so. The educational statistics of the state reveal that, in 1960, the median level of schooling for the adult population was 11 years, and that the dropout rate in high school from 1961 to 1965 was 40 percent. The staff of

the University of Maine Project to Train Auxiliary School Personnel offered as partial explanation for this statistic, the fact that Maine has an abundance of very small secondary schools which are unable to provide a curriculum which would prepare students to compete on the college level with graduates of larger high schools in Maine and elsewhere. Further, the Project staff noted that many teachers living in rural areas, in daily contact with rural poverty, do not, themselves, recognize the extent to which this poverty is a blocking factor in a pupil's ability or willingness to benefit from the learning-teaching process.

In recent years both emphasis and urgency have been given to the war on poverty in large cities where privation is immediately visible and threatening to the welfare of the entire society. The University of Maine, in its proposal to sponsor an institute to prepare auxiliary personnel for a role in education, said, "The plight of rural disadvantaged Americans, while less visible, is no less compelling of concern."

In 1965, the University conducted an institute on the needs of rural disadvantaged youth in Maine, and the success of that institute confirmed the staff's initial judgment that "continuing attention is needed to solve the problems of rural education." The University was able to provide that "continuing attention" in the 1966 Project, with funding from the Office of Economic Opportunity, in conjunction with an NDEA Institute for Advanced Study for Teachers of Disadvantaged Youth.

PURPOSES OF THE PROJECT

The purposes of the program were manifold. For the auxiliary-trainees, who were mothers receiving aid to dependent children primarily from rural areas, the objectives were to prepare these women to make a genuine contribution to the learning-teaching process, to offer them the possibility of meaningful employment, and to produce shifts in their self-image, which, for many, had been damaged by the prevailing stereotypes regarding welfare participants.

For the teacher-trainees, the aims were to learn more about teaching disadvantaged children, to explore methods of effective utilization of auxiliary personnel in the classroom and in some cases to face up to their own stereotyped notions of a person "on welfare."

Another significant goal was to develop new roles for auxiliary personnel. The Project proposal gives the basic rationale for this effort: "An exploratory program of this type has goals beyond the training of 30 teacher-aides to assume already defined roles in the educational hierarchy. The role of the teacher-aide is really in the process of definition."

PRELIMINARY SURVEY

Prior to the summer program, the Project staff conducted a survey of a random sample of teachers in the State of Maine to determine their perception of the functions a teacher-aide could be expected to perform and desirable personality traits for a teacher-aide to possess. Two hundred questionnaires were distributed, of which 72 were returned -- a response of 36 percent. The prime purpose of the questionnaire at the outset was to gain advance information solely for curriculum planning for the Institute. To a considerable

extent the staff reported the survey accomplished this goal. Other values were later derived, since the teachers who responded contributed many suggestions which served as guidelines for the aides. Questions concerning school policy, professional ethics, social image, dress, conduct, and related concerns were based upon the results of the survey and became topics for discussion by the aides in all areas of the program. The staff report states, "In a very real sense, the survey contributed to the aides beyond the essentially vocational nature of their previous discussions and has increased their awareness of the peripheral responsibilities of the teaching profession, as well as the basic responsibilities."

The staff reported that in the early days of the orientation in June, 1966, the aides expressed an anxiety concerning how the classroom teachers would receive them. A major finding of the survey was that the aides, if they are assigned to, and work within, an agreed-upon pattern of functions, would apparently be generally and widely accepted as a boon to the busy classroom teacher.

The study conducted by the Maine Project staff concludes with the following implications for teachers and aides.

> To the aide, or the aide aspirant, the survey indicates, in varying degrees, that secretarial-clerical skills are the prime requisites. It appears obvious to aides and teachers alike that without these skills the aide's support to the teacher would be negligible, or at most, within some highly specialized area. Equipped with these skills, however, and enhanced by the aide's personal qualities and special talents, it is almost certain that she can enjoy gainful employment in the public schools as well as in many other areas of the vocational world.

> Equally important as clerical and special skills, to the minds of teachers, is an intangible labelled 'flexibility.' The aide must possess the elasticity of personality to adapt to a myriad of school situations and policies -- and to the teachers themselves.
>
> Finally, the aide must be aware that once she is identified with school services and the teaching profession, she must adopt a standard of behavior commensurate with her position and worthy of the respect of the teachers, students, and community. The success or failure of the teacher-aide program will probably be based upon how well the vocational-personal ingredients are blended and carried out in the public schools.[1]

THE PROGRAM DESIGN

The project was designed to train the two groups of participants in two concurrent, integrated programs: nonprofessional (teacher-aides) in an eight-week workshop; and professionals (teachers, principals) in a six-week institute. The course work was to be separate for professionals and nonprofessionals. The practicum was to be shared. Another element of the design included the children of the auxiliaries. These children were to receive a remedial program which constituted the practicum for the project.

The complexity of this design dictated that planning for the project be intensive and encompass the greatest variety of concerned individuals possible. To assist in the planning, superintendents and principals whose teachers were attending the NDEA Institute were consulted by the staff prior to the beginning of the program at the University. Appropriate staff from the Maine Department of Health and Welfare was invited to help plan selection criteria and recruitment procedures because the population from which aide-

---

[1]Stanley M. Ferguson, "Teacher Response to Teacher-Aide Survey," University of Maine - Camp MainStay Project, Summer, 1966 (Mimeo.)

trainees were to be recruited consisted of those persons receiving Aid to Dependent Children. The Maine Teachers Association (MTA) was also involved in the planning, and assisted in publicizing and supporting the program. The executive secretary of the MTA, who had at one time served as a staff member of the Office of Economic Opportunity, was a consultant to the program.

PROGRAM PARTICIPANTS

Thirty teachers and principals, between the ages of 26 and 58, participated in the program as enrollees in an NDEA Institute for Teachers of Disadvantaged Youth. These teachers were recruited through the Maine Teachers Association and the principals of their schools. One criterion for selection was that the teachers come from schools where there was a possibility of employing auxiliaries during the following school year.

Twenty-five women were recruited and selected to participate as auxiliaries in the program. They ranged in age from 20 to 50, and all except two were mothers receiving aid to dependent children. These applicants were recruited through the efforts of the Maine Department of Health and Welfare. Social workers whose case loads included such women were apprised of the opportunity and, in turn, explained the availability of this training to women they believed would benefit from it and might make effective use of it. In some cases the social worker helped the client apply to the project; in other cases the applicant took the initiative. The two young women not receiving aid to dependent children were recruited through the principals of their high schools.

The criteria for selection of auxiliary-candidates were that the candidate: 1) be at least 21 years old; 2) be at least a high school graduate

or express willingness to prepare for the high school equivalency examination; 3) be in good mental and physical health; 4) have her youngest child of school age; and 5) have a family income in the poverty range. Eligible candidates were given a battery of tests before the program started. These tests included a measure of assumed similarity and social distance. At Camp Main-Stay, an organization with wide experience in work with disadvantaged children and their families, these women were further screened by the staff of the camp and by the director of the project.

PROGRAM STRUCTURE

Following a two-week orientation program at Camp Main-Stay, the auxiliaries and their children moved into a fraternity house on the University campus, where they remained in residence for six weeks. The teachers were housed locally or commuted from their own homes. The project base was an Orono, Maine, public high school which serves as the practicum school for the College of Education at the University of Maine. All the activities of the Institute were conducted at this school except for the audio-visual workshop for the auxiliaries. This component was held on the University campus because of the problems involved in transporting equipment.

In the early morning, teacher- and auxiliary-participants attended classes separately. The instructional program for auxiliaries included typing and preparation for the high school equivalency examination. The teacher-participants attended classes in sociology of disadvantaged groups and educational psychology and child development during this time.

At 10:00 a.m. both groups met with the children in the practicum classes. The pupils in the practicum, all children of the auxiliary-partici-

pants, were divided into five groups of approximately seven each. Each group worked with six teacher-participants and five auxiliaries. Usually only one teacher-auxiliary team worked at a time, while the others were observers. Audio tape and closed circuit television were used for observation and evaluation of these instructional activities. Staff members, teacher-participants, and aides joined in criticizing the learning-teaching activity. Opportunities were provided for participants' experimentation with such procedures as: large group instruction, non-graded grouping, small group instruction, grouping by maturity, interest, and ability, one-to-one tutorial instruction, and team teaching. Opportunities were also provided for the investigation of highly directive instructional techniques and unobtrusive "discovery" methods. Each practicum class was supervised and organized by a member of the Institute staff. The practicum lasted until 3:00 p.m.

Every day, directly following the practicum, the teacher-auxiliary teams met in small seminar groups to evaluate the practicum experience as well as other facets of the program. Occasionally these meetings were replaced with seminars on particular problems. There were seven such seminars during the project.

From 4:15 to 5:00 p.m., the auxiliaries participated in workshops dealing with audio-visual aids or dramatics. The teachers used this time for independent study.

Field trips were organized for the children in the practicum, on which they were accompanied by both the teacher-participants and the auxiliaries.

Each practicum group made two video tapes which were used in discussions, primarily for the exploration of the shifts in self-perception which the project staff had proposed as one of the objectives of the program.

The content of the program was directed toward preparing auxiliaries to assist children, individually and in small groups, in remedial work and in independent study, under the supervision of the teacher. The auxiliaries also performed clerical, monitorial, and custodial functions; operated audio-visual equipment; and prepared materials for class.

The flexibility of the program, its sensitivity to the needs and desires of the teacher-participants and the aide-trainees, and its capacity to change structure and focus as needs were discovered, were notably enhanced by the presence of three process observers. These staff members were asked to observe with detachment all activities in the program from its very heart -- the practicum -- to activities of peripheral interest in which teacher or aide might be involved. The process observers were asked to "feed back" to the staff, no less than weekly, their observations and comments. Staff meetings inevitably extended beyond their scheduled limit because of the interest generated by observer reports.

DYNAMICS OF INTERACTION

The variety of individuals involved in the program -- teacher-trainees, auxiliary-trainees who were receiving aid to dependent children, and the auxiliaries' children -- resulted in some interesting dynamics of interaction. Since the life experiences of these participants and their roles as community members differed so markedly, all brought with them stereotypes about the other members of the Institute, widely diversified self-concepts, and a high degree

of doubt and anxiety about their participation in the program.

On the one hand, the teachers were generally middle-aged, middle-class, first-generation professionals, who had been educated in Maine schools and colleges. They perceived themselves as contributing members of society and pillars of their communities. They came to the NDEA Institute hoping to learn improved methods for teaching the disadvantaged children with whom they worked in their local schools, and also to learn how to use auxiliaries effectively in their classrooms. The auxiliaries, on the other hand, although they were in the same age range as the teachers, were lower-class, non-high school graduates, many of whom had married early, raised large families, lost their husbands through death or desertion, taken menial jobs which proved insufficient for their family needs, and then had applied for aid to dependent children. They perceived themselves as persons whom life had treated badly, as inadequate wives and mothers, and as a drain upon the community. However, they had hope that the training offered by the program could help them to change their lot in life. They saw the role of aide in the classroom as possible for them, and as a role to be desired. Most of them, however, felt anxious about whether the teachers, whom they perceived as successful -- not only as professionals, but also as wives and mothers and outstanding community members -- would accept them. The children of the auxiliaries also perceived themselves as failures. They knew they were not doing well in school. They had experienced the trauma of family disorganization and poverty, and they had felt accepted neither by their more advantaged peers nor by their teachers. They came to the project, less because they believed that they would benefit by the remedial assistance offered, than because they had no other choice since their mothers were attending.

The essential purpose of this complex mixture of participants was to change certain self-perceptions and stereotyped notions through a shared experience of some depth. The auxiliaries and the children attended Camp Main-Stay for a two-week testing and orientation program. Discussions during this period elicited some of the feelings both auxiliaries and children had toward the coming program on campus. The feeling most often expressed by both groups was anxiety. The aides were anxious that the teachers would not accept them either as persons or as members of the instructional team. The children were anxious lest this experience would prove to be another in a series of failures, and were also anxious lest their mothers too would experience failure and/or rejection by the teachers.

Once the mothers and children were on campus with the teachers, the shifts in attitude became slowly noticeable by both staff and outside observers. The teachers, through the course, "Sociology of the Disadvantaged and Child Development," began to develop an intellectual understanding of the children and their mothers. The auxiliary-trainees began to develop skills in the use of audio-visual aids, typing, and classroom management which the teachers could see would be of positive benefit in their own classrooms. Further, the aides were studying to pass the high school equivalency examination which, for the first time, many of them believed they could pass. As the teachers and auxiliaries worked together on the remedial problems of the children, the children's work began to show some improvement, improvement which could be noted by the teachers, the mothers, and, perhaps most importantly, by the children themselves.

At midpoint in the training program, a few of the auxiliaries believed themselves to be ready to take the high school equivalency examination.

Two of them passed it on the first attempt. This event marked a turning point in the progress of the auxiliary group. The fact that two of their number had succeeded renewed the determination of the rest of the trainees to succeed. Also the teachers' attitude toward the auxiliaries changed and reinforced their self-concept. The auxiliaries had proved to the teachers that they were taking their training seriously, that they sincerely desired to improve their status, and that they were intellectually equipped to succeed in the effort. The children were similarly affected. The newly won acceptance of their mothers by the teachers raised their mothers' status in their eyes, and also tended to make the teachers less threatening and distant to the children.

Other factors were at work consolidating the gains made and spurring the teachers, auxiliaries, and children on to further effort. Some of these factors were the constant support of the staff, their ability to interpret these new perceptions to the individuals involved, their ability to structure and conduct a variety of group counseling sessions, socio-dramas, and communication devices which supported individuals and fostered group cohesiveness. Participation in a common experience which was rich in meaning to all concerned was perhaps the prime vector in the shift of self-perception and mutual acceptance.

ANALYSIS OF VARIOUS PERCEPTIONS
OF AUXILIARY FUNCTIONS

As in all projects, the questionnaire[2] listing 95 possible functions was distributed in the Maine Project before and after training to both staff

[2] Prepared at a Work Conference of Project Directors and distributed to Advisory Commission for comments or suggestions.

and participants, who were asked to react to the helpfulness of such functions when performed by auxiliaries. The suggested functions were later grouped into three clusters for purposes of analysis: those which seemed pupil-oriented (Cluster I); those which seemed task-oriented (Cluster II); and those which appeared harmful or at least of doubtful value when performed by an auxiliary (Cluster III). These so-called "negative" items were included to require some judgment by the respondents, as they reacted to the check-list. The clustering was essentially tentative and exploratory (see Appendix G for composite scores, indicating the cluster and sub-cluster for each item).

Listed in Table X are the ten items most favored by auxiliaries in the Maine Project after training (i.e., the ten highest ranked items in the posttest re: helpfulness). The table indicates how the staff reacted to the helpfulness of these particular items.

TABLE X

Comparison of Perceptions of the Helpfulness of Auxiliary Functions After Training in Maine Project

Cluster	Description of Ten Items Ranked Highest by Aides	Rank Order in Posttest		
		Aides	Teacher	Staff
II	Preparing A.V. materials at teacher's request	1	2	1
I	Talking quietly with pupil who is upset	2	54	40
II	Keeping records, attendance, health, etc.	3	5	4
II	Operating equipment, projector, etc.	4	4	2
II	Helping teachers take care of pupils in assembly	5	42	14
I	Taking charge of small group working in special project while teacher works with another group	6	9	21
I	Taking charge of pupils at various occasions: lunch period, hallways, bus...	7	24	5
I	Listening to a pupil tell a story	8	21	13

Cluster	Description of Ten Items Ranked Highest by Aides	Rank Order in Posttest Aides	Teacher	Staff
I	Reading & telling stories to pupils	9	23	17
III	Stopping pupils from fighting (teacher usually decides when this is necessary)	10	61	46

It is interesting to note that only one of the functions which were classified as "taking over a teacher function" is among the ten top ranking items in the auxiliaries' perceptions, i.e., "Stopping pupils from fighting" -- a function which these mothers rather naturally perceived as their own. The other items considered inappropriate for auxiliaries by the researchers received relatively low ratings.

The greatest discrepancy in perceptions of auxiliaries and the other respondents is found with respect to "Talking quietly with a pupil who is upset," which is highly favored by the auxiliaries but not by the other two groups.

There is a fairly even balance between the pupil-oriented and task-oriented functions among the top ten items as seen by auxiliaries, which reinforces the duality of role for the auxiliary, i.e., being helpful to the learning-teaching process, both directly through pupil contacts and indirectly by liberating the teacher from routine duties. There is a general movement toward favoring the task-oriented functions in posttest as opposed to pretest, particularly by staff, which seems to reflect a more realistic appraisal of the capabilities of this group of auxiliaries after six weeks of training.

However, despite the general trend toward task orientation on the part of auxiliaries, an examination of items which appeared in the ten highest ranked after training but not before training reveals that several significant Cluster I functions have been added to the favored list. They are:

--*Talking quietly with a pupil who is upset

-- Taking charge of a small group which is working on a special project while the teacher works with another group

-- Listening to a pupil tell a story

-- Reading and telling stories to pupils

The starred item was perceived by the Study Team as a most beneficial activity when performed by an auxiliary. Apparently it was the training process which impressed upon the aides the importance of performing this function.

IMPRESSIONS OF THE PROGRAM FROM VARIOUS SOURCES

"This program," said one member of the Visitation Team, "reflected the careful planning which went into it." The purposes of the Institute were clearly stated in the proposal: to enhance the quality of education through the use of auxiliary personnel, to offer the possibility of meaningful employment for the indigenous poor through a program of instructional experience, and to work toward both role definition in the educational process and improved self-perception of the individuals involved in the program. Each purpose was treated separately in planning to maximize the possible benefits accruing to all concerned -- the individual participants

and all involved in the learning-teaching process. The resulting design then incorporated the goals and the pertinent techniques and strategies into a single program.

Although the selection of mothers receiving aid for dependent children seemed to fit admirably in the overall objective of the program, it evoked immediate resistance from the teachers: "These are not the kind of people you want in a classroom." Many teachers later admitted that this initial reaction could be attributed to stereotyped notions about people on welfare. It became clear that one of the purposes of the program would thus have to be to change the teachers' impressions of these specific persons and through this new perception to challenge stereotypes about all welfare recipients.

Most of the auxiliaries lacked a high school education, and many had experienced family disorganization with attendant personal and economic problems. One staff member said, "The auxiliaries came on the defensive, not knowing what to expect." Close contact with these mothers, through the program, revealed that most of them were looking for a new direction, a change in their lives.

The director of the program observed that the auxiliary's image of herself "began to change just by virtue of leaving the home situation." He added, "She was no longer just another ADC mother: she was a woman getting dressed up and going to work. That made a terrific difference."

The desire to change was further established when eight out of 12 who took the high school equivalency test, passed the examination at the

end of the summer. The teacher-participants who had helped by tutoring in the evenings shared the auxiliaries' pride in their achievement.

A one-hour typing class each morning may have had little direct bearing on assistance in a classroom, but the development of such skills ("cosmetic skills," the director called them) did much to alter image and relationship. It was an occasion for jubilant celebration when one auxiliary passed her 70-words-per-minute test in typing. (Most of the others were able to type over 20-words-per-minute by the end of the project).

Commenting on the acquisition of such competence, a staff member said, "If the auxiliary has no skills, if she walks into a classroom and is told to sit over there and wait for an errand, she is defeated. If she has skills, she can cope with the situation in which she finds herself."

The background of the mothers was occasionally richer in some aspects of living than that of the teachers with whom they worked. One auxiliary, for instance, who had come from a military family, had travelled extensively and lived abroad -- for several years in Turkey.

Shortly after the program began, the Visitation Team was able to perceive the high esteem in which the teacher-participants held the auxiliaries. Such acceptance by the teachers was a source of obvious gratification, even elation, to the auxiliaries.

While one purpose of the program was to offer opportunity for new careers for the disadvantaged, it also worked to the advantage of the schools. In the staff's opinion, the program revealed definite benefits in several areas. The auxiliaries not only acted as a bridge between school

and the low-income children, but also were able to understand the children better and know them in a new way through helping with their speech and reading problems.

The proportion of teachers and auxiliaries to children in the practicum was designed to give each participant an opportunity to work closely with one child at a time. Although the teacher-participants were at first bewildered by such an "unreal" situation, the project staff defended it on the basis that it gave the teacher an opportunity to concentrate on teaching rather than using time and energy on problems of control. The project director made the observation that "teachers tend to fly to administrative problems. They often become involved with the 'how' of handling a situation rather than in teaching." This situation provided an opportunity to innovate, to see what could be done, given ideal circumstances, then to adapt and transfer as much of the new approach as possible to the regular classroom. "Anyway," he added, "standing in front of 70 kids and lecturing on the history of Maine can scarcely be called a 'real' situation."

The program was designed to use the interaction between teachers and aides in the classroom as a departure point for discussion and counseling. The three staff observers noted that sufficient time was scheduled to permit full development of these processes. They also found that the effectiveness of an auxiliary's participation in such team or group discussions was generally reflected in her effectiveness in the classroom. The auxiliary who participated actively and freely in these discussions was just as positive in her role in the classroom.

The project staff also believed that the value of the three staff observers in this program indicated the need for a full-time observer in the school at all times.

The teacher-participants of the NDEA Institute which was associated with this project met together near the close of the program to evaluate their experiences. They made a number of recommendations for changes which they would like to see in future programs of this nature. Orientation, both for teacher- and auxiliary-participants should be longer, and both the objectives and process of the program should be interpreted to all the participants. Communication during the program, between participants and staff, could be facilitated by having a member of each practicum group attend staff planning meetings. Teachers expressed the need for the practicum to be scheduled for more than three weeks. Teachers also believed that time should be scheduled so aides will have fewer conflicts between instruction (such as A.V. classes) and planning time with teachers related to the practicum.

Teachers wondered whether the selection criteria for teacher-participants might be changed. Their feeling was that teachers who choose to attend an NDEA Institute tend to be those who desire self-improvement. They believed that "other teachers needed the experience more."

The staff reported that the training would be assured of more impact once teachers and aides were working in their schools if they could have been selected in teams of one teacher and one aide who would train together and then return to the same classroom to work together during the school year.

Evaluation of the overall program by the project staff revealed the advantages of embedding an integrated auxiliary and teacher training program in the context of a real, though admittedly innovative, instructional program for rural disadvantaged children. The quality and quantity of interaction among staff-teacher-aide-child, all channeled toward improving the learning situation for children, resulted in a successful learning experience for staff, teacher, and aide as well. Certainly questions remain unanswered but a few have been clearly and conclusively answered, insofar as this demonstration is concerned. "There is no reason to disqualify a person as a potential auxiliary in the classroom solely on the basis of her status as an A.D.C. mother. A highly intensive program of relatively short duration can begin to change the stereotyped thinking and attitudes that teachers have of poverty families and of A.D.C. mothers in particular. Stereotypes that children and mothers from disadvantaged backgrounds have developed of teachers and school can be brought into question when opportunity is provided for communication in a natural, mutual effort to improve the learning situation for children. A whole host of attitudes that teachers have developed concerning children, subject matter, and learning that tend to make the classroom rigid, cold and inhospitable can be affected by the introduction of aides."

The Director believed that in the Maine program such changes did and therefore can occur. Whether positive results can or will be duplicated in less fortuitous circumstances remains to be seen, but the fact that some shift in attitudes and self-perception appears to be possible under laboratory conditions encourages further effort to achieve these outcomes.

A PROJECT TO TRAIN AND DEMONSTRATE THE ROLE OF NONPROFESSIONALS IN EDUCATION

Sponsored by
University of California Extension
Riverside, California

"Properly selected and trained, an auxiliary from a disadvantaged neighborhood should be very helpful to a 'middle-class' teacher in providing a more meaningful and effective learning environment." This statement from the director of the project sponsored by the University of California at Riverside expresses the conviction on which the project was built. He said further, "I feel that adding an auxiliary to an overcrowded classroom is a good thing, but I view providing jobs for people needing work as even more significant; discovering what they can do in building relationships between school, home and community; and utilizing their experiential knowledge and insights about children -- many of whom come from economically deprived circumstances similar to their own."

With funding from the O.E.O., the University designed a program which would prepare 40 auxiliaries to assist teachers with the elementary and junior high school instructional functions, and to prepare teachers to use auxiliaries effectively. This purpose was paralleled by the intention of showing that such teaching assistants can make significant contributions toward the development of an exciting learning program. Also among the objectives of the program were the improvement of interpersonal relations in the schools and the strengthening of school-community relations through the involvement of adults in meaningful roles in the educational program. Another objective of the program was to prepare 45 junior high school students as assistants in

timed observations for the collection of specific data (referred to as "eyeball stuff" by the project staff -- not interpretation). It was hoped that possible benefits to both the quality of education and the development of the junior high school students would be demonstrated by this endeavor.

The development of this program was facilitated by the professional staff's previous experience with a similar project at Val Verde Elementary School (in Perris, Calif.), discussed in detail in New Careers for Nonprofessionals in Education, published in 1966 by the University of California Extension at Riverside. Most of the training and research staff in the 1966 Project had served in the Val Verde Project. On the staff of the current program were four nonprofessionals: three women and a man. The women were two housewives and a college student. The man was previously unemployed.

A 20-room elementary school, the Del Norte Public School in Ontario (Calif.), was used by the program. The junior high students were instructed in another school.

As part of the pre-planning program the director consulted with the administrative and consultant staff of the Ontario District Superintendent of Schools. The pre-planning consultations involved the needs of the school system in terms of auxiliary personnel training, orientation of teachers to work with auxiliaries, and the development of policies compatible with requirements of both this Project and the University Extension course, "Procedures for Improving Classroom Instruction." The course was scheduled at the request of the Ontario School District. All professionals on the Project staff had taken the course in the 1965-66 academic year. Among the emphases of the course was the use of parent volunteers or paid auxiliaries, cross-age teach-

ing, and using classroom discussion groups as a means of dealing more effectively with behavior and motivation to learn.

PROGRAM PARTICIPANTS

The teacher-participants were recruited from Extension courses which had been held during the first and second semesters of the 1965-66 academic year. The selection of these 20 professionals was made by a committee composed of two principals, one curriculum consultant, and two teachers.

The composition of the auxiliary-participants gives an indication of Ontario's mixed population. Included were 35 Caucasians, of whom 10 were Mexican-Americans, and five Negroes. Three-quarters of them qualified as below poverty level. There were 38 women and two men.

The auxiliaries were recruited through advertisement of the program in community newspapers and the Union Newsletter. Principals in schools where candidates had children enrolled and teachers who were in the Val Verde project and knew some of the parents informed some candidates about the program. Sixty candidates responded. During six small-group sessions (ten candidates at a time), they were interviewed by a selection committee composed of three principals, one teacher, and three people who had been auxiliary-trainees in the Val Verde project. These interviews took place during the week before the opening date of the program. The project staff found the late and hurried procedure unsatisfactory, but late funding made any other procedure impossible.

Candidates were selected on the basis of fondness for children, patience and a high level of tolerance, willingness to accept responsibility, restraint in the use of crude or abusive language, willingness to refrain from use of physical force or coercion, absence of any record of cruelty toward children, special talent or skills, and availability for employment in the fall.

PURPOSES

The program was designed to prepare the auxiliary to function in seven discrete areas which had been developed from the experimentation of the Val Verde program. These functions were chosen for this project because the staff believed the performance of these functions would contribute to the growth and development of the children being taught. These functions relate mainly to the affective side of the learning-teaching process. They are:

1. Listener - Listens to one, two, or up to six children read, tell stories, etc.
2. Trouble shooter - Works with overly active children (up to eight) on learning and behavioral problems, helps them plan learning activities.
3. Relater - Works with children who seem isolated, alone a great deal, or have crises at home. Helps new children become adjusted. Done individually or in small groups.
4. Supporter - Supports children who get hurt and discouraged in learning activities, especially with new tasks.
5. Inspirer - Works with children as they show signs of creativity. Takes them away from class for library work and possibly on field trips for observation and research.

6. Linker - Visits homes and the community, interprets goals of the school and progress of the children. Communicates community and home information back to the teacher.
7. Trainer - Helps older children work with younger children in cross-age teaching. Offers support and skill training.

As the summer Institute proceeded, and the teachers and aides had an opportunity to test the performance of these functions in the practicum classrooms, they found the functions to be particularly beneficial to the disadvantaged children with whom the aides were working. For example, the aides discovered that children coming from large families and in large classes seldom had had an adult with whom they could talk and who would take time to listen to them as individuals. The listener, for children who speak English as a second language, played an even more crucial role. He becomes an adult who can provide corrective feedback in English, as well as providing an opportunity for the child to practice his second language.

The trouble shooter's function was to help the teacher in understanding the aggressive and hyper-active child, and to help the child control himself and others. Teachers found that they could not, in many cases, anticipate when a disturbance was about to erupt in their classroom because their attention was directed specifically to the small group with whom they were working. The trouble shooter could often identify the symptoms of incipient trouble, and move in to intervene, or, where professional attention was indicated, the aide could call it to the teacher's attention.

The relater was in a position to work with children who appeared to be isolated and did not interact with many other children. Through indivi-

dual work with such children the aides discovered that this isolation was often the effect of instability in the child's family, a death, hunger, or even violence in the family--- an event which was not uncommon.

Other activities for which aides were prepared and for which, in the practicum, they and the teachers discovered the need were: 1) offering support to children, individually or in groups, where children had known few success experiences and were reluctant to try new things; 2) providing opportunities for children to learn from events and materials around them; 3) encouraging children to explore new areas of interest; 4) helping older children plan learning experiences for younger children; and 5) acting as a link between school and home. Some auxiliaries made home visits which were designed to develop and extend the children's previously limited relationship with adults.

PROGRAM STRUCTURE

The daily program began at 8:00 a.m. with a planning session for the teachers and auxiliaries who would be working together in the practicum. The three-hour practicum followed, from 9:00 to 12:00. This was a real classroom situation in which the teachers and auxiliaries worked together, with the auxiliaries performing the functions for which they were being trained. The teacher-auxiliary teams then met for one-and-a-half hours' evaluation session beginning at about 1:15 p.m. The project day closed with a two-hour session of all the participants and staff, from 3:00 to 5:00 p.m. for Training in Human Relations, also referred to as Sensitivity Training. Home visits were made before and after the work day, during lunch, and occasionally during the time alloted for the discussion period.

The early afternoon team meetings were devoted to discussion of the actual experience of the practicum and of data collected from home visits. Topics of discussion also included problems of communication, characteristics of the economically deprived and culturally disadvantaged child, and literature from the social sciences about teaching and learning.

The large group session for Training in Human Relations brought together all 70 of the people involved in the project. The session was modeled on the "Therapeutic Comments" concepts of Maxwell Jones and somewhat after the Human Relations Training Program of the National Training Laboratory. The instructional staff, the teacher-participants, and the auxiliaries discussed personal and interpersonal problems in an effort to develop standards of appropriate behavior.

The 45 junior high school students followed a somewhat similar schedule. Three teachers, one junior high school principal, and two auxiliaries (one of whom had worked on the Val Verde Project) were directly involved in the preparation of the students to act as process observers in the elementary school. These students worked in clusters with the teacher-participants, to learn research and observational techniques so that they could provide, not conceptual or evaluative feedback, but "eyeball stuff" as one director put it.

Closed circuit television was used in the project to aid the staff and participants in self-evaluation as well as in their research in the learning-teaching process. Four television video tape recorders were used for the project, with each team of two junior high students handling a camera, monitor, and recorder.

ANALYSIS OF VARIOUS PERCEPTIONS
OF AUXILIARY FUNCTIONS

As in all projects, the questionnaire[1] listing 95 possible functions was distributed in the Riverside Project before and after training to both staff and participants, who were asked to react to the helpfulness of such functions when performed by auxiliaries. The suggested functions were later grouped into three clusters for purposes of analysis: those which seemed pupil-oriented (Cluster I); those which seemed task-oriented (Cluster II); and those which appeared harmful or at least of doubtful value when performed by an auxiliary (Cluster III). These so-called "negative" items were included to require some judgment by the respondents, as they reacted to the checklist. The clustering was essentially tentative and exploratory (see Appendix G for composite scores, indicating the cluster and sub-cluster for each item).

Listed in Table XII are the ten items most favored by auxiliaries in the Riverside Project after training (i.e., the ten highest ranked items in the posttest re: helpfulness).

TABLE XII

Comparison of Perceptions of the Helpfulness of Auxiliary Functions After Training in Riverside Project

Cluster	Description of Ten Items Ranked Highest by Aides	Rank Order in Posttest[2] Aides	Teachers	Staff
I	Taking charge of a small group which is working on a special project.	1		
I	Listening to a pupil tell a story.	2		

[1]Prepared at a Work Conference of Project Directors and distributed to Advisory Commission for comments or suggestions.

[2]Data available for aides only.

Cluster	Description of Ten Items Ranked Highest by Aides	Ranked Order in Posttest Aides	Teachers	Staff
I	Giving a pupil a chance to show how he can do something well.	3		
I	Encouraging pupils to help each other.	4		
I	Encouraging pupils to make the most of themselves.	5		
I	Interesting a restless pupil in some of the available activities.	6		
I	Helping pupils learn how to settle arguments without fighting.	7		
I	Talking quietly with a pupil who is upset.	8		
I	Helping a pupil look up information in a book.	9		
I	Helping pupils improve special skills (such as in gym, sewing, or dancing).	10		

Riverside was the only project in which all ten of the top ranking items were pupil-oriented (Cluster I). It is striking that of those ten items, seven were grouped in the sub-cluster as affective, and three were subgrouped as cognitive. This datum seems even more dramatic when viewed in relation to process. Riverside, programmatically, placed greatest emphasis of any of the projects upon sensitivity training, which took place every day from 3:00 to 5:00 p.m. The focus on sensitivity was reinforced in the practicum experience, in the daily review of that experience by auxiliary-teacher teams, and the use of video-taped reporductions of these experiences for purposes of self-evaluation. The combination of these unique components appeared to be reflected in the orientation toward pupil-oriented functions in the posttest for auxiliaries who were fairly typical of the composition of the total group of trainees in terms of mixed ethnic background and low socio-economic status. This outcome reinforces the finding mentioned earlier that differences among processes in the training programs are likely to have

a greater affect upon learning than the personal characteristics of the trainees.

An analysis of those items ranked in the top ten after training but not before training further substantiates the impact of the training process on the auxiliaries. The following significant items were some of those deemed helpful by the auxiliaries after they were exposed to Riverside's program:

-- Giving a pupil a chance to show he can do something well

-- Encouraging pupils to make the most of themselves

-- Talking quietly with a pupil who is upset.

Again it seems that Riverside's emphasis on sensitivity training caused auxiliaries to deem most helpful that which the Study Team perceived to be highly beneficial to the pupil when performed by an auxiliary.

IMPRESSIONS OF THE PROGRAM FROM VARIOUS SOURCES

As one member of the Visitation Team said, "The innovations of the project were impressive." Use of junior high school students as observers, the use of closed circuit television to record the sessions, cross-age teaching, and the frankly experimental sensitivity training were among the innovative techniques employed and explored in the program, in an attempt to demonstrate the possible roles or functions of both professionals and auxiliaries in a classroom.

The project staff believed that the junior high school students' participation in the project was the weakest, most anxiety-producing element of the entire program. However, teacher-participants, in a group interview,

agreed that while this experiment was not easy, it was profitable and might lead to new concepts of the contributions of such students to social science.

It was found when the staff divided the 45 students into two groups -- one to act as observers, the other as cross-age teachers -- that the junior high students were more effective as cross-age teachers than as observers. Using them as non-participating observers in the classroom proved not uniformly successful, according to the project staff, inasmuch as it distorted the environment of the classroom and created hostility toward the observers. The project director noted that "the junior high youngsters who worked with the video equipment were exceedingly reliable and effective. I suspect," he added, "there is something developmental in all this: perhaps boys at this age like to work with gadgets, the second most interesting thing for them to do would be cross-age teaching, and the third and least interesting would be observation and research. But there is something very fundamental about the relationship of the junior high youngsters to the total project. It is probably the 'intergenerational' problem. Older people have great difficulty understanding teenagers and vice versa. Though we had some success with breakthroughs, we would have needed much more time to develop this kind of approach to adequate effectiveness. The young students appeared to be willing, but the adults seemed less so."

Teachers and auxiliaries appeared to learn more from the confrontation with themselves on television than they could have from any verbal description of what had taken place in the classroom. The value of the closed circuit television was indicated by what the project staff held to be impressive behavior changes and by new insights for the participants.

With the assistance of auxiliaries it was also possible for the program to explore the educative factors in the utilization of cross-age relationships in the classroom. This was an experiment begun at Val Verde and further developed during this program.

Participant evaluation of the sensitivity training revealed need for a program with more emphasis on sensitivity training than on sensitivity experience. The staff felt that the participants used the session too much for investigation of the personalities of those involved in the program and not enough for utilizing its value in the practicum and in the overall educative process.

Discussion with the participants indicated that few wished to remove the sensitivity training from the program, but many felt it would be more beneficial with more direction. One suggestion was to cut the size of the group: 70 people form too large a group for such training. The project staff believed that while a large group gives reactions in breadth, a small group meaningfully gives reactions in depth.

The range of the participants' response to the sensitivity training can be gauged from the following exchange:

"It's been a complete waste of time. It's a whipping for me every day from three to five o'clock."

"I disagree. It was excellent. It helped me to understand myself and to understand and tolerate others."

Despite the range of reactions, it appeared that considerably more participants reacted favorably to the experience than did not. In the final

week of the program, after school was over, the participants had options of meeting regularly for sensitivity training or doing other things in winding up the project. Most chose to attend the sensitivity training.

During the interview with teachers which was conducted by the Study Team, the chairman asked the teacher-participants to describe how they had felt about the idea of having a teacher-aide to assist in their own classrooms before the Project. Most of the responses indicated that the teachers had had misgivings. Some responded that they felt threatened by the possibility of another adult "invading" their classroom. One replied, "I had time to do what I should do as a teacher, and I didn't think I needed any extra help, or that anyone else could be involved in a helpful manner." However, they asserted that their opinions toward aides had changed in the course of the Project.

"A year ago I had an entirely different concept of teacher-aides. I didn't really think they should enter into teaching -- today, I do."

One teacher gave her reasons for changing her mind toward the use of aides. "Aides provide an opportunity to reduce the teacher-pupil ratio. This is a tremendous opportunity to improve the instruction that takes place in the classroom. Although the aide does not do the instructing, he makes it possible for the instruction to improve. To reduce class size in California by one pupil would mean building 5,000 new classrooms. While this is physically impossible, it is not so impossible to add an aide to the classroom, increasing the number of adults who can focus on the children's needs."

One of the Visitation Team who had found the entire project "daring, sincere, and consistent," said, "Innovation usually means doing in your own

school for the first time, something which has already been done down the road; innovation should mean doing something which has never been tried before." The Riverside Project tried many things which had not been tried before, succeeded in some but contributed to research in the learning-teaching process in all.

FOLLOW-UP INTERVIEW AFTER PLACEMENT

An unusual opportunity for evaluation of this program was provided: a group interview with 12 auxiliary-trainees who had been placed in the Ontario School System and several teacher-trainees who were employed in that same system.

The auxiliaries described their respective functions, which varied considerably from one to another, but which had several common features. All reported some personal contacts with the children. Many indicated that the emphasis upon listening in the Summer Institute had made these contacts more meaningful. Yard duty was seen by several auxiliaries as far more than a monitorial function. Rather, it appeared to them as an opportunity to relate to the children. Apparently these auxiliaries found reinforcement and ways of expressing their interest in the affective elements of their role -- an interest which was evident in their reactions to the questionnaire.

Significant variations of functions and responsibilities were reported which seemed to be determined largely by the capabilities of the auxiliaries. For example: home visits, access to confidential files, and contacts with Spanish-speaking parents were provided for some auxiliaries and not for others. In certain cases, auxiliaries who were not assigned home visits on school time were allowed to make such visits on their own time; they eagerly volunteered for this service.

It was particularly interesting to note that a belief appeared to be shared by all the auxiliaries interviewed that the skills they had learned at the Institute were, in fact, being utilized -- this, despite the wide range of activities reported. It would therefore seem that the auxiliaries who had more limited roles accepted these limitations and trusted the teachers with whom they had trained and who were now responsible for assigning functions to individual auxiliaries.

The equitable and efficient utilization of the auxiliaries may have stemmed in part from the fact that the Supervisor of Reading in the Ontario School System had served on the instructional staff of the Summer Institute. This continuity was in sharp contrast to another project where inadequate communication between the sponsoring University and the school system prevailed. In the latter instance, auxiliaries who had been trained to assist in the instructional process were utilized as general school aides with little or no contact with the children.

The major problem in continuity between the training and the employment situations appeared to concern teacher-trainees. All these teacher-trainees had become enthusiastic about the potentiality of utilizing auxiliaries in the classroom, but not all were assigned aides by their principals when they returned to their respective schools, to the keen disappointment of the teachers who were deprived of the opportunity to apply their new insights in their own classroom. This outcome, even under conditions of close cooperation between the sponsoring institution and the local school system, is further evidence of the need for inservice training of those <u>who will actually be working together</u>, rather than prolonged training prior to employment.

In essence, the follow-up interview reflected the affective emphasis of the Institute which had been reinforced by school-university cooperation in planning, training and implementation.

C O N C L U S I O N S

MAJOR FINDINGS AND RECOMMENDATIONS

The Study was concerned with role development and training of auxiliaries, and with the impact which the utilization of low-income auxiliaries in school settings may have upon (1) pupil learnings, (2) parent-school relations, (3) teacher competence, (4) the development of the auxiliaries, themselves, as workers and persons, and (5) the system or sub-system within which the auxiliaries are institutionalized.

MAJOR FINDINGS

The Study demonstrated that some of the desired outcomes from the training and utilization of low-income workers as auxiliary school personnel could, in fact, be realized under favorable conditions. The programs were analyzed through the use of a uniform questionnaire, through process observations by Visiting Teams, and through interviews with instructional staff and participants. The major findings are summarized below.

1. Role Development and Relationships

... Low-income auxiliaries with minimum education appeared to be capable of assisting with the learning-teaching process in the classroom with benefits to pupils, particularly when the auxiliaries were carefully selected and trained.

... This meaningful occupational role for low-income, educationally disadvantaged persons often appeared to have a positive impact upon their familial and community roles, as well as upon their self-concept.

... Auxiliaries frequently established communication with pupils and parents of their own background in school situations and helped to reduce home-school alienation.

... Auxiliaries often appeared to serve as role models for disadvantaged pupils -- which might well be a significant motivational factor in the child's or youth's development.

... Many teachers who participated in the programs reported that they perceived their own roles in new perspective after working with aides in the classroom -- i.e., as more highly professional with emphasis on diagnosis, planning and coordination, rather than solely upon teacher-pupil interaction. This new role was seen as additive rather than as a substitute for teacher-pupil interaction.

... There was a high degree of mutuality in the perception of auxiliaries, teacher-trainees, and instructional staff, mutuality of perceptions before and after training, and mutuality of perceptions of the helpfulness and frequency of occurrence of specific functions of auxiliaries. This mutuality of perception appeared to be a positive factor in the demonstration programs.

... A salient outcome was that all concerned -- administrators, supervisors, teachers, and ancillary personnel (i.e., counselors, curriculum specialists, etc.) had to rethink their roles and relationships when aides were introduced into a school system, in order to develop viable, purposeful teams and integrate all available school services to meet pupil needs.

... In essence, the introduction of auxiliaries appeared to serve a catalytic function in the development of all roles in the school system.

2. Training

... Training was identified as the essential factor in the effective use of auxiliaries. Employment without training appeared to present many problems.

... There was no significant correlation between success in the program and ethnicity or previous training of the auxiliary-participants, thus reinforcing the proposition that persons of various backgrounds and levels of academic achievement can be trained to perform auxiliary roles effectively in a school setting.

... When both teachers and auxiliaries participated in demonstration programs as trainees, the effectiveness of training appeared to be facilitated.

... These mutual learnings were even more apparent when the members of each teacher-auxiliary team had time regularly scheduled within the school day to review their experiences of working together in the classroom and to plan as a team under competent supervision for their future interaction within the classroom.

... Optimum results were obtained when the aide and the teacher who would be working together during the coming school year were trained together.

... Skill training and basic education, though necessary, seemed to be inadequate without instruction in the foundations of human development and

without group or individual counseling, as trainees moved into new roles and relationships.

... It was clearly evident that opportunities for experiential learnings were needed to fortify and integrate theory, such experience to be provided either through a practicum or in an actual on-the-job work experience, under close and highly competent supervision.

... Inservice training appeared to be the prime desideratum of auxiliaries as they entered this new area of responsibility.

3. Institutionalization

... A selection process which recognizes potential yet eliminates those who seem to be incapable of development in the specific role to be filled was seen as a crucial factor.

... While employment without training often proved unproductive, the reverse was equally true: training without employment tended to provoke anxiety and lead to frustration, since even the most sincere assurance of employment sometimes proved impossible to implement.

... Employment prior to training so that the trainee was already an incumbent rather than merely a job applicant, appeared to be the ideal situation.

... Preservice training of employees sometimes preceded final placement in a given job category so as to provide a probationary period, a practice which school systems found helpful.

... Stable employment with opportunity for upward mobility was seen as essential to a successful program.

... Training on a work-study basis proved to be a major factor in upward mobility.

RECOMMENDATIONS

In essence, the experience in the 15 demonstration programs which were operating in 1966 seemed to indicate that it is not likely that the desired outcomes from the utilization of auxiliary personnel in a given school situation would be realized unless certain pre-conditions to their use were established, so as to avoid or resolve some of the difficulties which are likely to occur without informed, thoughtful, and cooperative pre-planning.

Specific recommendations are presented below, based on the experiences, thus far, in role development and training demonstrations. The recommendations refer to all types of auxiliaries, not merely to those from low-income groups.

1. Role Definition and Development

... That role specifications of auxiliaries be defined initially, in order to provide a frame of reference for a new set of relationships, thus preventing either underutilization by unconvinced professionals or overutilization by administrators faced with manpower shortages.

... That role definition, which indicates "the givens," be balanced with role development, which gives variety and scope to the program.

... That overemphasis on role differentiation and role prerogatives be avoided, together with their concomitants of rigidity and divisiveness.

... That the functions of individual auxiliaries and of the professionals with whom they work be developed reciprocally in terms of the dynamics of each specific situation.

... That the whole range of teaching functions be re-examined, so as to differentiate those which may be delegated to nonprofessionals (such as monitorial, escorting, technical, clerical) from the more important functions directly related to instruction and to home-school relations in which assistance of nonprofessionals may be of value.

... That teaching functions be further examined to identify the more complex and highly professional functions which should be performed by a teacher alone, such as diagnosis of the learning needs of pupils, planning programs to meet these needs, and orchestrating other adults, both other professionals and nonprofessionals, in the execution of such programs.

2. Training

a) Preservice

... That the program be planned cooperatively by school systems, institutions of higher learning, community action agencies, professional staff, and participants.

... That there be preservice training of auxiliaries to develop communication skills and other concrete skills as well as some of the basic understandings needed for success during their first work experience, thus bolstering self-confidence and encouraging further effort.

... That the training be differentiated to meet the special needs and characteristics of each group, considering such variables as the age of the trainees and the level (elementary, middle, or secondary) at which they are

being trained to work.

... That there be orientation of both the administrators and the professionals with whom the auxiliaries will be working, including an opportunity for the expression of any doubts or resistance which may exist, and for consideration of the new and challenging leadership role of the professional vis-a-vis the nonprofessionals, and also the new supervisory role of administrators vis-a-vis teacher-auxiliary teams.

... That institutes for administrators, teachers, or other professionals and auxiliaries be conducted, where a new concept of team operation can be developed.

... That a practicum be included in all preservice training -- i.e., a field experience where professionals and nonprofessionals try out and evaluate their team approach, under the close supervision of the training staff.

... That training of trainers and supervisors be provided.

... That the school system or systems in which the auxiliaries are to work be involved in the planning, thus enabling the trainers to render the program more relevant to the employment situation.

... That hiring precede training, wherever possible, so that trainees will be given orientation for an actual job assignment.

... That professionals and nonprofessionals who will be working together on the job receive preservice training on a team basis.

b) Inservice

... That there be a comprehensive, continuing, in-depth program of development and supervision of auxiliaries closely integrated with a long-term program of stable, open-ended employment, so that each level of work responsibility will have comparable training available.

... That mechanisms for process observations and feedback be developed with a spirit of openness to suggestion so that dynamic role concepts and relationships may emerge which are relevant to each specific situation.

... That both group and individual counseling be available.

... That the training of professionals and nonprofessionals on a team basis, started in preservice, be continued and intensified in inservice training, with emphasis upon competent supervision.

c) Higher Education (on a work-study basis)

... That the cooperation of two-year colleges (both junior colleges and community colleges) be sought in the development of programs for auxiliaries who would move into roles requiring more knowledge and skills than at the entry level; for example, library-aides might have one or two years' training in the objectives and procedures of library operation, and counselor-aides might have special training in guidance principles.

... That cooperation of colleges of teacher education and departments of education in institutions of higher learning be sought in two respects: first, by providing educational opportunities for auxiliaries who desire to qualify for advancement to the professional level, and second, in incorporating into their curriculum the expanded role concept of the teacher as one who is able to organize appropriate resources, both human and material, in meeting the needs of children.

Since the demonstration programs conducted for the first phase of the Study in 1966 were primarily for the purposes of role development and training, institutionalization -- the focus of the second phase of the Study -- was not a significant component of these demonstrations. However, in every training program, the need for institutionalization was stressed by staff and participants alike. They believed that the anticipated benefits had been realized in their training experience, but they also believed that training for jobs that were not stable or were at best "dead-end" would be frustrating to the participants. The following recommendations on institutionalization are, in effect, a look into the future rather than a look backward at the 1966 demonstration programs. They represent the needed developments, as perceived by innovators in the field, for the optimum effectiveness of auxiliary personnel in American education.

3. Institutionalization

... That the first step be a definite commitment by the decision-makers in a given school system to the training and utilization of auxiliary personnel.

... That when and if a school system decides to utilize auxiliary personnel, the program be incorporated as an integral part of the school system, not treated as an extraneous and temporary adjunct to the system.

... That goals be thought through carefully, stated clearly, and implemented by means of definite procedures.

... That there be cooperative planning by the school systems, local

institutions of higher learning, and the indigenous leadership of the community served by the schools, both before the program has been inaugurated and after it has been institutionalized.

... That each step on the career ladder be specified in terms of job descriptions, salaries, increments, and fringe benefits, moving from routine functions at the entry level to functions which are more responsible and more directly related to the learning-teaching process with appropriate training available at each stage of development on a work-study basis.

... That local institutions of higher learning be involved in the inservice training, wherever possible and appropriate.

... That professional standards be preserved and that all tasks performed by nonprofessionals be supervised by a professional.

... That professionals be asked to volunteer when they are ready to use nonprofessionals, rather than having auxiliary personnel assigned to them without any option on their part.

... That encouragement of those who desire to train and qualify for advancement be expressed in such a way that others who prefer to remain at the entry level feel no lack of job satisfaction, status, and recognition of the worth of their services -- in other words, that there should be opportunity but not compulsion for upward mobility.

... That time be scheduled during the school day or after school

hours with extra compensation [1] for teachers and auxiliaries and other professional-nonprofessional teams to review their team experiences and plan together for the coming day.

... That the purpose and process of staff development be re-examined in the light of the needs of this program.

... That the personal needs and concerns of both professionals and auxiliaries be dealt with in counseling sessions as they adjust to a new and sometimes threatening situation.

... That parents be involved in the program both as auxiliaries and as recipients of the services of family workers.

... That professional groups and associations be involved in the original conceptualization as well as in the continuing program development.

... That a continuing program of interpretation among educators and to the broader community be developed, with emphasis upon feedback as well as imparting information.

... That certification be explored fully and that action be deferred pending the results of such exploration.

... That an advisory committee of school administrators, supervisors, teachers, auxiliaries, parents, community leaders, and university consultants be established to evaluate and improve the utilization of auxiliaries in each school where such a program is undertaken.

1 This arrangement would vary according to the pattern established in each school system.

IMPLICATIONS OF THE STUDY

A study of any one component in the educational enterprise often has implications for the enterprise in its totality, particularly when the component studied is innovative and somewhat iconoclastic. The Study of Auxiliary Personnel in Education appears to have such broad implications. It both reflects and reinforces some revolutionary modes of interaction which have developed as individuals with widely diversified skills, training, and potential are being asked to engage in the learning-teaching process.

Constructive coalition of these divergent human resources requires first a clarification of and recommitment to goals, then a functional analysis of each specific learning situation in relation to the goals which have been established, and finally a synthesis in terms of new role concepts and relationships. This approach is predicated upon the basic concept of the right of every child or youth to learn. The goal is to enhance his capacity to cope effectively with life situations, despite all the complexity and frustrations of a rapidly changing and highly industrialized society.

Analysis of the functions that need to be performed to facilitate movement toward this goal is complex. It is necessary to differentiate between the structured instructional units and the total learning environment, both of which have an impact upon the learners. It should be recognized that every adult in the school, from maintenance staff to principal, is, in a very real sense, a "treatment person." A job well done, no matter how menial it may be, demonstrates the dignity and importance of all work. The implication is that

all the activities, behaviors, and conditions in a given school contribute to its tone and to the pupil outcome.

The degree to which these influences may be controlled varies. In the structured situation where information is imparted and modes of interaction are formulated, responsibility and accountability are clear. In the informal learning environment, some components such as the selection of personnel may be controlled, while others, such as peer relationships, are largely fortuitous with little or no control by school authorities. A climate which is conducive to learning requires a blending of elements, the formal and informal, the controlled and the fortuitous, the prescribed and the discretionary, the intergroup and intragroup, the cognitive and the affective, into an integrated, purposeful design.

Within this broad framework, myriad functions need to be performed in order to encourage autonomous learning by individual pupils. The functions vary with each learning situation as do the capacities of the people involved. The question of who performs each of these functions is not so crucial as the question of who is responsible for diagnosing pupil needs and for organizing all the available resources, both human and material, into a viable curriculum which is relevant to the lives of the learners. The situation as well as the skills and training of all the individuals involved then become major role determinants within the interactive process.

Basic to this approach is the assumption stated by Barbara Biber, Distinguished Research Scholar, at the Bank Street Fiftieth Anniversary Invitational Symposium, held in April, 1966. Dr. Biber asserted that Bank

Street College of Education holds tenaciously to the assumption that "changed forms of interaction with people are more crucial to verbal-conceptual development than is didactic verbal instruction."[1]

The evidence appears to indicate that interaction which positively affects the child's verbal-conceptual development and, in fact, all his learning, makes new demands on the profession. Such interaction calls for the development of new concepts of role prerogatives; less rigidity in the clustering of functions within each role; less egocentricity in seeking satisfactions to be derived from personal contact with children and teaching; and more recognition of the impact of each person in the school setting, from maintenance staff to principal, upon the growth and development of pupils. In short, new concepts of team interaction subordinate the ego needs of each participant to the needs of children and seek to create an organic unity -- the team -- which is greater than the sum of its parts.

The inclusiveness and the goal-centered qualities of this broadened team approach do not eliminate, however, the requirements for responsibility and accountability. The classroom teacher is still the pivotal factor in organizing all the various available resources into a continuing program of differentiated education to meet the needs of children, which he -- the classroom teacher -- has identified through personal interaction with each child. In the performance of this difficult and profoundly significant task, the teacher is accountable not only to the administration, but also to the pupils and their parents, and finally to himself, as he evaluates the effectiveness of his utili-

1 Klopf, Gordon J. and Hohman, William A., eds. Perspectives on Learning: Papers from the Bank Street Fiftieth Anniversary Invitational Symposium, New York: Mental Health Materials Center, 1967, p. 106.

zation of various available and relevant inputs in the learning environment he has created.

Such an approach requires the participation of professionals from numerous disciplines (such as curriculum specialists, educational technologists, guidance counselors, health specialists, social workers, and librarians), of nonprofessionals, parents, and of the pupils, themselves.

The "team" becomes a mere word bereft of meaning, however, unless there is time scheduled when pupils are not in attendance for team training and team planning. The fragmentation, competition, and even conflict among persons with a common concern -- the child -- will continue as long as these persons train separately to look at their own small part of the child, without ever sharing their views and values as essential and interweaving elements in the fabric of learning.

Needed also is a new approach to staff development, in which the professionals view themselves as learners along with nonprofessionals and pupils. Although the professional is basically responsible for creating the learning environment, he must be open enough to appreciate the contribution of others, particularly from the indigenous community, in terms of rendering the climate of the school more relevant to all classes and races -- to the ongoingness of life in the community. He must be open not only to people but also to ideas. He must be open to the possibility of change, when change is indicated, and to new ways of working with others to achieve change in the direction of goals which are continuously clarified and extended. This may be defined as the process

of growth through sharing, and, in the end, as a more complete sharing through growth.

What is implied in this concept is the re-designing of the school, both in its structural dimensions (i.e., the extension of the school day, the school year, and the fuller utilization of the school building) and in its interaction dimensions (i.e., the totality of interaction including all the components of the school personnel as well as the meaningful involvement of the parents and the community as planners and participants in the learning process).

The school, so re-designed, becomes in essence a community-centered institution reaching beyond the gloss and superficialities of a surrounding neighborhood into the true richess of its people -- as people -- at all socio-economic levels.

There are special implications of the Study, then, for those in the lower socio-economic groups in a community-centered school.

TABLE XII

Some Implications of the Study for the Education of the Disadvantaged

Frequently Validated Assumptions about the Learning Needs of Disadvantaged Children and Youth	Study Findings Which Appear Relevant to these Assumptions
-- Individualized education is important for all pupils but crucial for the disadvantaged.	-- The introduction of other adults to assist the teacher in the classroom provides an opportunity for more one-to-one relationships with the learners, both for the teacher and for the auxiliary.

Frequently Validated Assumptions about the Learning Needs of Disadvantaged Children and Youth	Study Findings Which Appear Relevant to these Assumptions
-- Mobility in the classroom, as opposed to rigid structuring, is particularly helpful for children with acute personal problems, a high anxiety level, and a correspondingly excessive need for movement and activity, as evidenced by some children from disadvantaged areas.	-- A wider range of activities, more freedom of movement, and more small groupings are feasible in an aided classroom than is possible for one person often operating under difficult teaching conditions.
-- Communication between middle-class teachers and lower-class pupils is frequently difficult.	-- The auxiliary who has lived in a disadvantaged environment often communicates to the child in a way that is neither threatening nor strange. He may be able to help the pupil adjust to the unfamiliar world of school without undue defensiveness and trauma. He may also be able to interpret some aspects of the child's behavior to the middle-class professional.
-- Low self-image is one block to learning that has particular relevance to the child who is environmentally disadvantaged.	-- The low-income auxiliary, having faced up to and overcome some of the difficulties and frustrations the child now faces, may motivate him to further effort. The auxiliary's very presence in the school says to the child: "It can be done; it is worth trying to do; you, too, can succeed here." When the auxiliary is a young Negro man, this message comes through strongly to Negro boys.
-- The parent who has, himself, failed in a school setting sometimes tends to denigrate school and ridicule education. Home-school alienation becomes one of the pervading and destructive influences among the disadvantaged.	-- Involvement of indigenous parents as auxiliaries may help the parents to involved in supporting their own children's learning, and may have an even broader influence as these parents interpret the school's goals to other parents and to the community. Through close interaction, parents, as auxiliaries, and teachers may alter each other's perception and behavior, thus reducing the polarization of styles of life in home and school.

It appeared to the Study Teams that, whether or not there was a shortage of teachers and whether or not there was a need to help unemployed and educationally disadvantaged persons enter the mainstream of productivity, the employment of low-income auxiliaries in the schools could enhance the quality of education in disadvantaged areas, when these persons are appropriately trained and utilized. To achieve the potential that appears to be inherent in the school as a community-centered institution, a study of the learning environment as a whole is required, as well as of the interaction of all its parts so as to create a theory of learning which encompasses the professionals, the nonprofessional, the parent and the community as partners in a common enterprise.

THE TASK AHEAD

The values derived from the utilization of auxiliary personnel in the 15 demonstration programs did not accrue automatically from the introduction of more adults into the classroom. Many complex but not insoluble problems arose as school people moved into new roles and relationships. This section deals with some of the more urgent problems that may be faced and coping strategies that may be employed, as effective interaction is developed among professionals, auxiliaries, pupils, and parents in a community-centered school.

REACHING THE UNREACHED

In most of the demonstration programs studied there was a tendency to do a certain amount of "creaming" -- that is, selecting persons who, though poor, were most similar in values, appearance, and behavior to middle-class professionals. This was understandable in view of the importance of demonstrating that people below the poverty level and with little prior schooling can, in fact, make a valuable contribution to the learning-teaching process.

It appears that the time has now come to recruit and select those with potential which is less obvious though very real. This does not mean that anyone should be selected to work in a school simply because he is poor. There is no magic in poverty which automatically makes its victims able to reach out to others in a way that helps children learn and teachers teach. However, experience has shown that it is possible to "screen in" low achievers who have been "screened out" even of poverty programs -- and with dramatic results in terms of combatting the sense of frustration, resentment, and loss of identity that may lead to violence.

Action Needed:

1. Recruitment patterns to reach those most victimized by poverty and discrimination, particularly men.

2. Selection criteria and procedures which attempt to ascertain the ability of candidates to work well with children.

3. Brief preservice programs which serve a double purpose: (a) to train, and (b) to search out potential before assignment of specific duties.

4. Vocational counseling to help place in other appropriate jobs those who do not qualify for work in schools.

DEVELOPING A TEAM APPROACH

Traditionally, many teachers have had an image of themselves as standing before pupils giving out information with the door locked--figuratively and sometimes even literally. When a child did not respond to the information, as presented, he was usually written off as a failure. Seldom was there any question as to what was being taught or how it was being taught as possible causal factors for the child's inability to learn.

Today, a searching self-evaluation has been initiated by many teachers, administrators, and other professionals such as specialists in curriculum, mental health, and physical health. The aim is to discover how to reach every child. The introduction of auxiliary personnel into the schools has strengthened such self-analysis, since teachers find they have to clarify their own goals and practices for themselves before they can interpret them to their helpers.

A new leadership role is emerging for teachers as they learn to coordinate the contributions of other adults in the classroom, very much as an orchestra leader combines strings, brass, and woodwinds into harmony. The "teacher-leader" analyzes the learning and emotional needs of children. He utilizes all available resources, both professional and nonprofessional, both human and material, in a unified program designed to meet those needs. The teacher is the pivotal person, responsible and accountable for seeing that learning takes place in the classroom.

However, many teachers see this new role as a dilution rather than an enhancement of teaching. For one thing, they fear that they might lose personal contact with children, even though the help they receive in performing routine tasks may actually increase rather than lessen their opportunity for interaction with individual children.

Other professionals, such as counselors and social workers, also tend to resent any intrusion into their particular "turf." Many professionals look at their own small part of the child, without ever sharing their views and values as part of a team.

In essence, the team approach means that members of a working team do not ask:"How come I always wind up doing this kind of job?" or "How can untrained people do any part of my job?" but rather: "Which of us can learn how to perform this particular task in a way which will give most help to pupils?"

Action Needed:

1. Team training of administrators, teachers, other professionals, and nonprofessionals, so that the needs of children become more important than the needs for personal achievement and recognition.

2. Application of the team approach simultaneously to the school as a whole and to each class situation -- in fact the development of "teams within a team," so to speak.

3. Emphasis upon the new and expanded role of teachers in institutions of higher learning which prepare teachers for certification.

INVOLVING THE COMMUNITY

As parents and community leaders begin to make new demands upon the schools and seek a new role in decision-making, delicate negotiations are required. Two essentials of successful negotiation are a balance of power and a willingness to "give" a bit on both sides. Too often, in the past, parents have negotiated from weakness of several kinds -- lack of status, lack of "know-how," lack of communication skills. And all too frequently, in the past, both sides have taken inflexible positions.

One sensitive and extremely complex problem has been discovered as low-income parents take on new responsibilities in the school, i.e. the effect of this shift in role upon their relationship with their neighbors. Sometimes, those who take on leadership roles are rejected by their peers as having "sold out" to the Establishment. Sometimes, the reverse is true. The new leaders take on middle-class values and reject their own people.

Action Needed:

1. Involvement of selected parents as auxiliaries in schools situated in both advantaged and disadvantaged areas, with emphasis upon educational goals in training.

2. Establishment of school-community advisory boards representative of all viewpoints in both school and community, working together toward a realistic analysis of the situation and toward maximizing the contribution each group can make toward quality education.

3. Case by case analysis of each situation with counseling to support and guide the adjustment.

FACING THE ADMINISTRATIVE CHALLENGE

Administrators are not only chiefly responsible for establishing overall goals and policies, setting the tone, and identifying what functions need to be performed by whom; they are also responsible for implementing these decisions through fiscal operations and organizational procedures.

In the fiscal realm uncertainty as to continued federal funding is a major problem. This uncertainty inhibits career development with its concomitants of a job sequence including graduated compensation, increments, and fringe benefits as well as work-study programs with remuneration for study and educational credit for work experience.

There are also many procedural matters to consider such as (1) matching the "right" kind of auxiliary with the "right" kind of teacher within an appropriate situation; (2) allowing teachers to volunteer to use auxiliaries, or at least to self-select them; (3) providing the opportunity to change partners with the minimum of sensitivity when the principal problem appears to be a clash of personality; and (4) scheduling time within the school day for the teacher-auxiliary teams to review their experiences in the classroom and plan together for the next day.

The role of the administrator as interpreter to board, parents, and staff may seem burdensome to one who is not, himself, convinced of the ultimate values of auxiliaries to the school, and who lacks assistance both within and outside the school in coping with the complexities of the challenge.

Action Needed:

1. Assurance of continued funding by government as is unquestioned for roads and the maritime industry.

2. Priority in school budget "hard funds" for the employment and training of auxiliary personnel.

3. Close cooperation and joint planning by schools and local institutions of higher learning to develop work-study programs.

4. Orientation of administrators through institutes and workshops involving professional associations, unions, and community agencies at some point in the discussion.

5. Additional personnel in each school to provide for administration and supervision of special projects, made possible by federal funding, such as projects for the use of auxiliary personnel.

6. A plan for career development in each school system, along the lines of the model on p. 189.

POSSIBLE STAGES IN CAREER DEVELOPMENT OF AUXILIARY SCHOOL PERSONNEL

Categories	Types of Assignment	Illustrative Functions	Training Suggested at Entry Level
1) AIDE	SUCH AS: General School Aide..... Lunchroom Aide..... Teacher Aide..... Family Worker or Aide.... Counselor Aide..... Library Aide.....	SUCH AS: Clerical, monitorial, custodial duties Serving and preparing food, monitorial duties Helping teacher in classroom, as needed Appointments, escorting, and related duties Clerical, receptionist, and related duties Helping catalogue and distribute books	- Basic orientation (2 or 3 weeks) stressing basic skill training plus education in human development, social relations, and the school's goals and procedures - -No specified preschooling required.
2) ASSISTANT	SUCH AS: Teacher Assistant..... Family Assistant..... Counselor Assistant..... Library Assistant.....	SUCH AS: More relationship to instructional process Home visits and organizing parent meetings More work with records, listening to children sent from class to counselor's office because they are disrupting the class More work with pupils in selecting books and reading to them.	High School diploma or equivalent; one year's inservice training or one year in college with practicum - both can be on work-study basis while working as an aide
3) ASSOCIATE	SUCH AS: Teacher Associate Home-School Associate Counselor Associate Library Associate	More responsibility and a different quality of supervision by the professional that is less directive.	A.A. degree from a 2-year college or 2-year special program in 4-year college earned on a work-study basis, while an assistant
4) TEACHER-INTERN	SUCH AS: Student Teacher Student Home-School Coordinator Student Counselor	Duties very similar to those of associate but with more involvement in diagnosis and planning.	BA or BS degree and enrollment in an institution of higher learning which offers courses leading to certification.
5) TEACHER			

Note: An auxiliary can enter at any stage in career development, depending upon his previous training and experience. He can cease training at the level at which he feels most comfortable. Upward mobility should be possible but not compulsory. The auxiliary's work should be treated with respect at each stage, so that he will have a sense of dignity and accomplishment, however far he may rise. Counseling should be available throughout both preservice and inservice training.

PURPOSES AND PLANS
FOR PHASE II OF THE STUDY

The 15 demonstration programs studied in Phase I of the Study of Auxiliary Personnel in Education were concerned primarily with role development and training, while Phase II is concerned with institutionalization of auxiliaries. In June, 1967, four demonstration programs were refunded by the Office of Economic Opportunity and one new program was funded, in order to:

1. Analyze the impact of the institutionalization of auxiliary personnel as an integral part of the system upon:

   a) pupils,
   b) teachers,
   c) auxiliaries,
   d) home-school interaction,
   e) the school system or sub-system with emphasis upon school-wide interaction, i.e. a team approach in which the focus is upon the child as a learner;

2. Develop and demonstrate the process of institutionalization, including:

   a) use of community-wide advisory committees,
   b) assurance of stability of employment,
   c) career development with appropriate compensation, fringe benefits, and basic job descriptions for each phase in the sequence(without undue emphasis on role differentiation and role preregatives),
   d) availability of inservice training on a work-study basis for the dual purpose of improving auxiliary effectiveness and of encouraging upward mobility,
   e) experimentation in the utilization of auxiliary personnel in different functions and at various grade levels, including secondary school.

The overall Study will not only analyze the five autonomous programs but will also develop an Information and Consultation Service to assist school systems, institutions of higher learning, community action agencies, and other concerned groups and individuals in developing a viable program for the training and utilization of auxiliary personnel in school systems.

The five 1967-68 projects will contribute to this Information and Consultation Service by serving as Demonstration Centers for those who may wish to observe auxiliary school personnel on the job. In addition to sharing the overall concerns of the Study, each of the five demonstration programs will make a unique contribution:

> For example, the Berkeley Unified School District will focus upon increasing meaningful communication and interaction between home and school by utilizing parents as auxiliaries and as interpreters of the school to the community. In the Detroit Public Schools, an unusual training procedure will be employed: a five-man mobile team composed of educational specialists and a successful auxiliary will move from school to school, providing four weeks of intensive training in each. Detroit will also demonstrate the potential of auxiliaries in secondary as well as elementary schools. In Washington, D.C., Howard University and the D.C. Department of Public Health will concentrate primarily upon augmenting the contribution of young males who have been low achievers in school and who had been perceived as "going nowhere" in the world of work. The project will also be concerned with developing administrative support, at all levels, for the evolving auxiliary role, and with analyzing the school or district-wide effects of auxiliary utilization.
>
> These three projects -- in Berkeley, Detroit, and Washington, D.C. -- will be concentrated in the "target areas" of the inner cities which are predominantly Negro. The University of Maine and Morehead State University, on the other hand, will sponsor programs in deprived rural counties of Northern Maine and Eastern Kentucky, respectively, where the residents are primarily Caucasians. In Northern Maine, emigrants from Canada are largely French-speaking, so that teaching English as a second language will be an added feature of the program. Two other special concerns of the Maine project will be to study (1) the degree to which a cross-community planning and development committee, composed of educators, prominent citizens, and nonprofessionals, will facilitate the process of institutionalization, and (2) the impact of auxiliary utilization upon teaching techniques.

During Phase II, several of the 15 demonstration programs will also conduct follow-up interviews with the 1966 trainees. The University of California at Riverside and New York University will conduct depth

interviews with trainees who were placed and also with those who were not placed after the 1966 Summer Institute.

A project for Reading Assistants in the Lower East Side of New York City, which was planned cooperatively by District #3 of the Board of Education and the Two Bridges Community Council, will also be analyzed with special reference to the role of a School-Community Advisory Board.

In essence, the Study, as it moves into action-research in its second phase, will attempt to facilitate the implementation of the recommendations contained in this report while it continues to analyze the emergence of new trends in education, traceable to the utilization of auxiliary school personnel.

A P P E N D I C E S

APPENDIX A

DEMONSTRATION TRAINING PROGRAMS PARTICIPATING IN THE STUDY OF AUXILIARY PERSONNEL IN EDUCATION

A PROJECT IN THE PREPARATION OF AUXILIARY SCHOOL PERSONNEL
Ball State University
Muncie, Indiana — Richard Alexander, Director

TEACHER EDUCATION AND PARENT-TEACHER AIDES IN A CULTURALLY DIFFERENT COMMUNITY
Berkeley Unified School District
Berkeley, California — Jerome Gilbert, Director

PILOT PROGRAM TO TRAIN TEACHER-AIDES
Detroit Public Schools
Division of Special Projects
Detroit, Michigan — Martin Kalish, Director

AN INTEGRATED TRAINING INSTITUTE FOR AUXILIARY PERSONNEL IN EARLY CHILDHOOD EDUCATION
Garland Junior College
Boston, Massachusetts — Vera C. Weisz, Director

THE COMMUNITY TESTING OF AN EXPERIMENTAL TRAINING MODEL: THE NEW CAREERS TRAINING PROJECT
Institute for Youth Studies
Howard University
Washington, D. C. — William H. Denham, Director

A COMBINATION THEORY-ACTION INSTITUTE FOR SIMULTANEOUS TRAINING OF TEACHERS AND AUXILIARY PERSONNEL FOR EFFECTIVE SERVICE IN THE ELEMENTARY SCHOOLS OF THE CULTURALLY DIS-ADVANTAGED IN MISSISSIPPI
Jackson State College
Jackson, Mississippi — Lottie Thornton, Director

A PROJECT TO TRAIN TEACHER-AIDES
New York University
School of Education
New York, New York — Harold Robbins, Director

A DEMONSTRATION PROJECT FOR THE PREPARATION OF AUXILIARY SCHOOL PERSONNEL IN COOPERATION WITH AN NDEA INSTITUTE FOR ADVANCED STUDY FOR THE TRAINING OF ADMINISTRATORS AND TEACHERS TO WORK WITH DISADVANTAGED NAVAHO CHILDREN
Northern Arizona University
College of Education
Flagstaff, Arizona — John L. Gray, Director

A PROJECT TO TRAIN TEENAGE YOUTH AS TEACHER-AIDES TO WORK WITH PRE-SCHOOL CHILDREN IN APPALACHIA AND HELP UNIVERSITY STUDENTS TO PERCEIVE THEIR FUNCTION
Ohio University
Athens, Ohio
Albert Leep, Director

A PROJECT TO PREPARE TEACHER-AIDES FOR WORKING WITH DISADVANTAGED CHILDREN
Department of Instruction
San Juan Regional Office
Rio Piedras, Puerto Rico
Ramon Cruz, Director

A PROJECT TO TRAIN AND DEMONSTRATE THE ROLE OF NON-PROFESSIONALS IN EDUCATION
University of California Extension
University of California
Riverside, California
James R. Hartley, Director

A PROJECT TO TRAIN AUXILIARY SCHOOL PERSONNEL (TEACHER-AIDES) IN CONNECTION WITH AN NDEA INSTITUTE FOR ADVANCED STUDY FOR TEACHERS OF DISADVANTAGED CHILDREN
University of Maine
Orono, Maine
John Lindlof, Director

TEACHER-ASSISTANT TRAINING PROGRAM FOR HEAD START PROJECT
O.E.O. Training and Development Center
San Fernando Valley State College
Northridge, California
Donald R. Thomas, Director

A PROJECT TO TRAIN MIGRANTS FOR NONPROFESSIONAL JOBS (TEACHER-AIDES)
University of South Florida
Center for Continuing Education
St. Petersburg, Florida
Darrell Erickson, Director

A PROGRAM TO TRAIN AUXILIARY SCHOOL PERSONNEL AS FAMILY AIDES
Southern Illinois University
Delinquency Study and Youth Development Project
East St. Louis, Illinois
Naomi Le B. Naylor, Director

APPENDIX B

ADVISORY COMMISSION

Bruce Biddle
Professor of Psychology and Sociology
Director, Center for Research in Social Behavior
University of Missouri

Brenda Bluearm Boehrs
Teacher Aide, Head Start Program
Dupree, South Dakota

Morris Cogan
Chairman, Education Department
University of Pittsburgh

Charles Cogen
President, American Federation of Teachers

Gladys Collins
Chairman, Department of Elementary Education and Professor of Education
Virginia State College

Don Davies
Executive Secretary, National Commission on Teacher Education and Professional Standards
National Education Association

William Ellena
Associate Secretary of the American Association of School Administrators
National Education Association

Mario Fantini
Program Associate, Fund for the Advancement of Education
The Ford Foundation

Ira Gordon
Professor and Chairman, Foundations of Education
University of Florida

Lassar Gotkin
Senior Research Scientist, Institute for Developmental Studies
School of Education
New York University

Martin Haberman
Professor of Education
University of Wisconsin

Harold Haizlip
Associate Director of Education Planning and Applied Social Research, Xerox Corporation

William Klein
Assistant Director for Training
Institute for Youth Studies
Howard University

Taimi Lahti
Assistant Executive Secretary
Department of Classroom Teachers
National Education Association

Richard Lawrence
Associate Executive Secretary
American Association of Colleges for Teacher Education
National Education Association

Angel Quintero-Alfaro
Secretary of Education
Department of Instruction
Commonwealth of Puerto Rico

Frank Riessman
Professor of Educational Sociology
New York University

Rose Risikoff
Director, Curriculum Consultation Service
Bank Street College of Education

Jerome Sachs
President
Illinois Teachers College

Daniel Schreiber
Assistant Superintendent for Education of the Disadvantaged
New York City Board of Education

Patricia Cayo Sexton
Associate Professor of Educational Sociology
New York University

J. Lloyd Trump
Associate Secretary, National Association of Secondary School Principals
National Education Association

Verona L. Williams
School Aide, P. S. 1, Manhattan
New York City Public School System

Charlotte Winsor
Vice-President for Planning
Bank Street College of Education

Samuel Levine
Director, Bureau of Educational Research
San Francisco State College

APPENDIX C

STAFF OF THE STUDY OF AUXILIARY PERSONNEL IN EDUCATION

Gordon J. Klopf	Director
Garda W. Bowman	Research and Program Coordinator
Lodema Burrows	Editorial Associate
Marion Armstrong	Administrative Assistant
Barry Greenberg	Research Assistant
Rosalind Kalb	Research Assistant
Marguerite Manning	Research Assistant

Special Short Term Assignments by:

Paula Caplan, James Collins, Diana Cook, Dora Hershon, Mildred Huberman, William Johnson, Ruth Jutson, Jane Wagner, and Leontine Zimiles

CONSULTANTS TO THE STUDY

Esin Kaya	Associate Professor of Educational Administration New York University
Barry Smith	Research Fellow, Department of Psychology University of Massachusetts

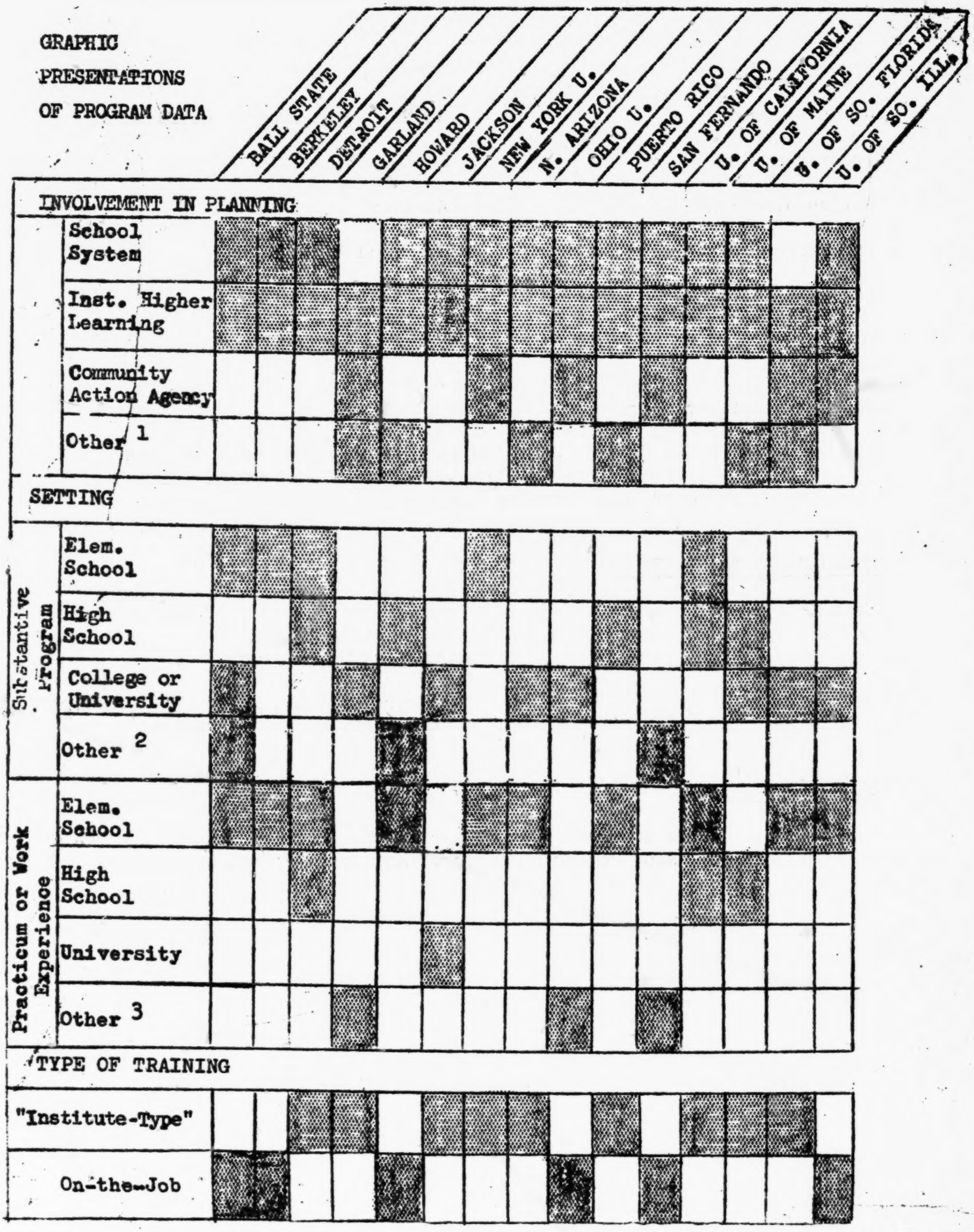
OTHER ASSISTANTS

Lance Eastman, Romano Fabris, Opal Palmer, Barbara Pushkin, Jonathan Rapoport, and Frankie Winnette

APPENDIX D

GRAPHIC PRESENTATIONS OF PROGRAM DATA

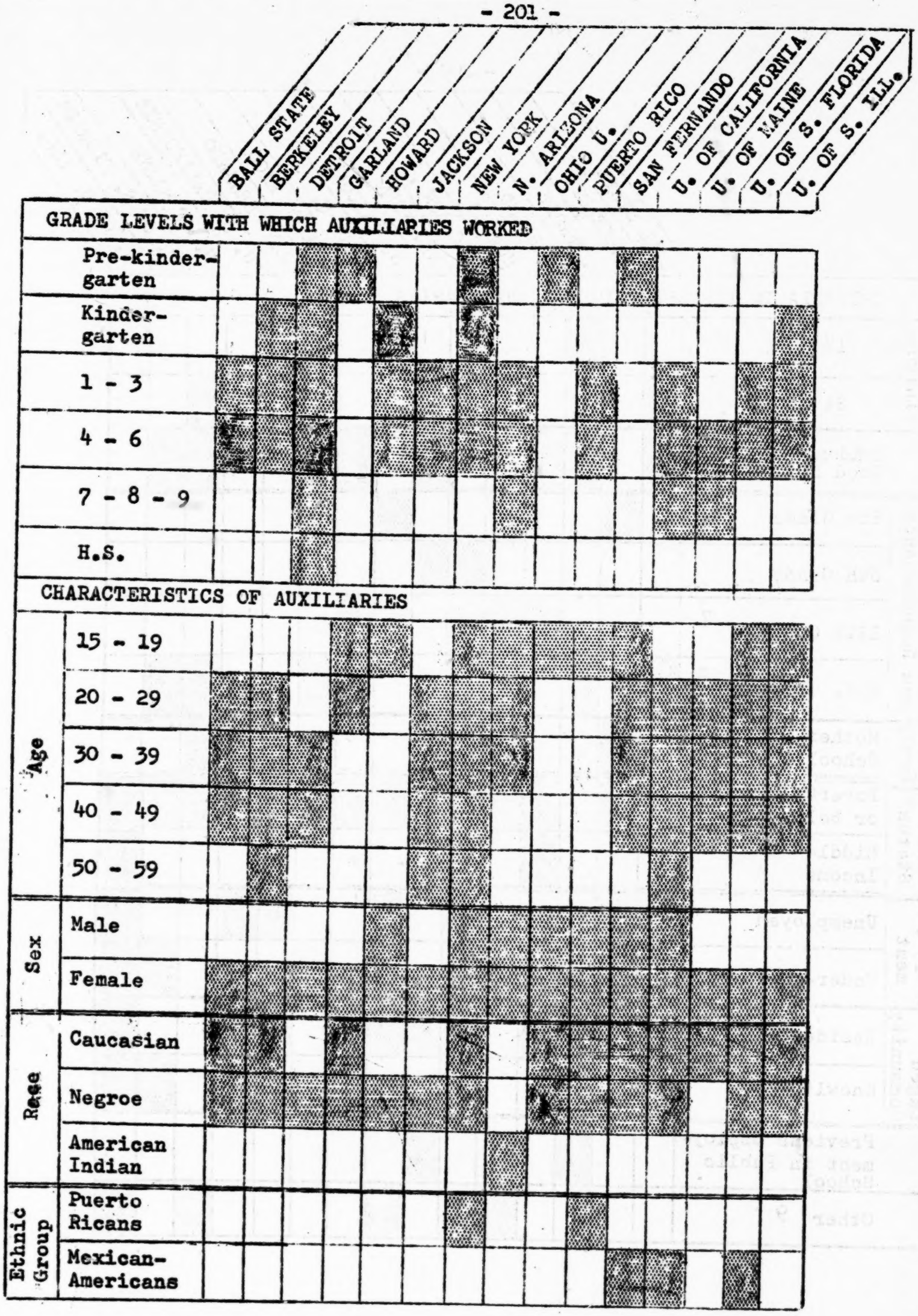
FIGURE I



DURATION OF TRAINING (NUMBER OF WEEKS)

		BALL STATE	BERKELEY	DETROIT	GARLAND	HOWARD	JACKSON	NEW YORK	N. ARIZONA	OHIO U.	PUERTO RICO	SAN FERNANDO	U. OF CALIFORNIA	U. OF MAINE	U. OF SO. FLORIDA	U. OF SO. ILL.
Auxiliaries	4 weeks						■									
	5 4	■		■												
	6				■				■				■		■	
	8							■			■			■		
	9		■													
	10											■				
	16															■
	40					■										
	46									■						
Teacher-Trainees	4						■									
	5 5	■														
	6			■					■				■	■		
	8										■					
	9		■													
	10											■				
	16															■

PARTICIPANTS	Type					Number									
						Auxiliaries				Teachers			Admin.		
	Auxiliaries	Teachers	Administratore.	Univ. Students	Jr. H.S. Students	20 - 29	30 - 39	40 - 50	Over 50	Under 30	30 - 50	Over 50	Under 10	10 and over
BALL STATE														
BERKELEY														
DETROIT														
GARLAND														
HOWARD														
JACKSON														
NEW YORK														
N. ARIZONA														
OHIO U.														
PUERTO RICO														
SAN FERNANDO														
U. OF CALIF.														
U. OF MAINE														
U. OF S. FLORIDA														
U. OF S. ILL.														

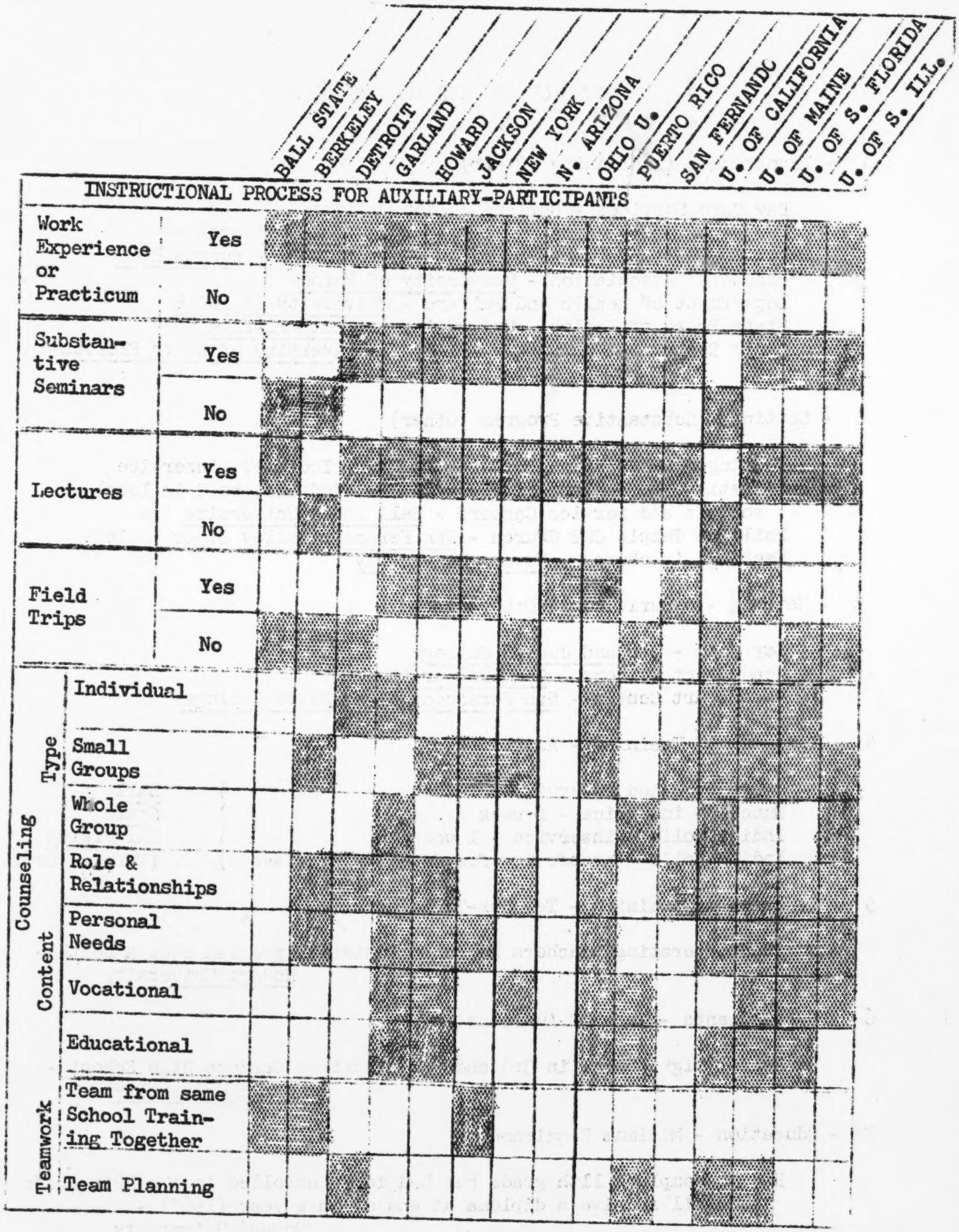

BALL STATE
BERKELEY
DETROIT
GARLAND
HOWARD
JACKSON
NEW YORK
N. ARIZONA
OHIO U.
PUERTO RICO
SAN FERNANDO
U. OF CALIFORNIA
U. OF MAINE
U. OF S. FLORIDA
U. OF S. ILL.
GRADE LEVELS WITH WHICH AUXILIARIES WORKED
Pre-kinder-garten
Kinder-garten
1 - 3
4 - 6
7 - 8 - 9
H.S.
CHARACTERISTICS OF AUXILIARIES
Age
15 - 19
20 - 29
30 - 39
40 - 49
50 - 59
Sex
Male
Female
Race
Caucasian
Negroe
American Indian
Ethnic Group
Puerto Ricans
Mexican-Americans

CRITERIA IN THE SELECTION OF AUXILIARIES		BALL STATE	BERKELEY	DETROIT	GARLAND	HOWARD	JACKSON	NEW YORK	N. ARIZONA	OHIO U.	PUERTO RICO	SAN FERNANDO	U. OF CALIFORNIA	U. OF MAINE	U. OF S. FLORIDA	U. OF S. ILL.
Age Minimum	18			■												
	21	■					■							■		
Evidence of Good Health		■		■	■			■		■	■			■	■	
Education Minimum Requirements	6th Grade		■						■							
	8th Grade						■	■								
	11th Grade 7				■	■				■						
	H.S. Graduate 8	■		■							■			■	■	
Role in Family	Mother of School Children		■											■		
Economic Status	Poverty Level or Below	■	■		■	■	■	■	■	■	■	■		■	■	■
	Middle Income				■											■
Employment	Unemployed	■	■				■		■			■	■			■
	Under-employed	■	■				■		■						■	■
Disadvantaged Community	Residence	■	■	■	■		■	■	■	■		■				■
	Knowledge	■		■											■	■
Previous Employment in Public School				■				■								
Other 9						■			■					■		■

	BALL STATE	BERKELEY	DETROIT	GARLAND	HOWARD	JACKSON	NEW YORK	N. ARIZONA	OHIO U.	PUERTO RICO	SAN FERNANDO	U. OF CALIFORNIA	U. OF MAINE	U. OF S. FLORIDA	U. OF S. ILL.
CRITERIA IN THE SELECTION OF AUXILIARIES (continued)															
Personality Variables: Interest in Working with Children	■	■	■	■				■	■	■	■	■	■	■	■
Personality Variables: Interest in the Program & Learning	■	■	■	■	■			■	■	■					■
Personality Variables: Ability to Work with Community & Others	■	■		■			■								■
Personality Variables: Leadership Potential						■	■					■			
Personality Variables: Evidence of Self-Improvement	■		■	■						■			■	■	■
Personality Variables: Evidence of Maturity & Stability	■		■	■			■	■		■		■			■
Personality Variables: Ability in the English Language			■				■								■
Personality Variables: Character Reference				■			■	■							■
Personality Variables: Other [10]					■	■	■					■			
FUNCTIONS FOR WHICH AUXILIARY PARTICIPANTS WERE TRAINED															
Ind. & Group Help to Children under Supervision	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Remedial Work	■									■		■	■	■	
Operation of Audio-Visual Equipment	■	■	■		■		■	■			■	■	■	■	■
Clerical, Record Keeping, Homework Etc.	■		■		■	■	■	■	■	■			■	■	■
Monitorial								■					■		■
Custodial: Yard, Lunch-Room		■		■	■	■	■		■	■		■	■	■	■
Preparation of Materials	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Liaison with Community & Parents		■	■		■		■	■	■	■	■	■	■	■	■
Supplementary Services: Science, Music, Art, Library			■	■		■	■		■			■			
Health Aide			■		■										

INSTRUCTIONAL CONTENT FOR AUXILIARY-PARTICIPANTS

		BALL STATE	BERKELEY	DETROIT	OAKLAND	HOWARD	JACKSON	NEW YORK	N. ARIZONA	OHIO U.	PUERTO RICO	SAN FERNANDO	U. OF CALIFORNIA	U. OF MAINE	U. OF S. FLORIDA	U. OF S. ILL.
Understandings	Child Development	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Learning-Teaching Process	■	■	■	■		■	■	■		■	■	■	■	■	■
	Group Process		■	■					■					■		■
	Human Relations			■	■		■		■			■	■	■	■	■
	Family and Community		■	■	■			■	■	■		■	■		■	■
	School Organization	■	■	■				■	■			■				■
Curriculum Areas	All	■		■				■	■		■				■	
	Art				■	■	■			■		■	■			
	Music				■	■	■			■		■	■			
	Health & Physical Ed.					■				■		■	■		■	
	Science				■	■				■			■			
	Drama												■	■		
	Math					■							■			
Skills – Basic	Reading	■	■	■	■	■				■	■			■	■	■
	Communication & Lang. Art	■	■	■	■	■		■		■	■	■	■	■	■	
Skills – Clerical	Typing						■							■	■	
	Other						■	■							■	■
Skills – Educat. Methods	Class Meetings	■	■	■	■			■	■		■	■	■		■	
	English as 2nd Language								■		■					
	Use of Audio-Visual Equip.	■	■	■			■	■	■	■		■	■	■	■	
	Use of Curriculum Materials			■	■				■		■	■	■		■	


BALL STATE
BERKELEY
DETROIT
GARLAND
HOWARD
JACKSON
NEW YORK
N. ARIZONA
OHIO U.
PUERTO RICO
SAN FERNANDO
U. OF CALIFORNIA
U. OF MAINE
U. OF S. FLORIDA
U. OF S. ILL.
INSTRUCTIONAL PROCESS FOR AUXILIARY-PARTICIPANTS
Work Experience or Practicum
Yes
No
Substantive Seminars
Yes
No
Lectures
Yes
No
Field Trips
Yes
No
Counseling
Type
Content
Individual
Small Groups
Whole Group
Role & Relationships
Personal Needs
Vocational
Educational
Teamwork
Team from same School Training Together
Team Planning

NOTES ON GRAPHIC PRESENTATION

1 - Involvement in Planning (Other)

Day Care Services - Garland Junior College
Bureau of Indian Affairs - Northern Arizona University
Youth Opportunity Center from Dep't. of Labor - Puerto Rico
Teachers' Association - University of Maine
Department of Health and Welfare - University of Maine
State Board of Health - University of South Florida
State Department of Public Welfare - University of South Florida

2 - Setting - Substantive Program (Other)

Meetings in Education Building in Gary, Indiana; inservice meetings in Indianapolis and Muncie, Indiana, held in local schools and Service Centers - Ball State University
Phillips Temple CME Church - San Fernando Valley State College
Meetings in church - Howard University

3 - Setting - Experiential (Other)

Day Camp - Garland Junior College
Head Start Centers - Ohio University
Head Start Center - San Fernando Valley State College

4 - Duration of Training - Auxiliaries

Gary - pre and inservice - 3 weeks)
Muncie - inservice - 1 week)
Indianapolis - inservice - 1 week)
Indianapolis - preservice for teachers - 2 days)
Ball State University (Through Dec. '66)

5 - Duration of Training - Teacher-Trainees

The cooperating teachers had an orientation program once a month - Howard University

6 - Participants - Type of Auxiliaries

Senior high school in 3rd and 4th tracks of Cardozo High School - Howard University

7 - Education - Minimum Requirements

Had to complete 11th grade but had to be enrolled in the 12th grade and will receive a diploma at end of this year (1967) - Howard University

8 - Education - Minimum Requirements

Muncie required two years post secondary education - Ball State University

High School graduate or preparing for H.S. Equivalency Examination - University of Maine

9 - Criteria in Selection of Auxiliaries (Other)

2/3 of aides in 4th track; 1/3 in 3rd track in Cardozo High School which is part of Model School Division of Washington, D.C. School System serving a disadvantaged area - Howard University

Must be American Indian - Northern Arizona University

Must have received aid for dependent children - University of Maine

Scores on 7th grade reading level - Nelson Reading Test, Ises Test Battery - Nursery School Teachers - Southern Illinois University

10 - Criteria - Personality Variable (Other)

Must be a school dropout - Jackson State College

Must show compassion for disadvantaged youth - New York University

Must agree to refrain from using physical force - University of California Extension

11 - Trained in the use of all office machines as well as audio-visual equipment - New York University

12 - Planned for but not always achieved Berkeley United School District

APPENDIX E

ACTIVITY SHEET

This instrument was administered to auxiliary trainees, teacher trainees, and the instructional staff of each project.

To be filled in by Project Staff:
Form I - Please check one:
Pre-service_____
In-service_____

Please check one:
Form I A_____ B_____ C_____
first time second time third time

A Study of Auxiliary Personnel in Education

ACTIVITY SHEET

Name: _____
(last) (first) (initial)

Project: _____

Dates of Operation: from _____ to _____

Grade levels of pupils with whom you will work: _____

Type of job for which you are training:

Assistant Teacher _____
Teacher Aide _____
Family Assistant_____
Family Aide or Worker_____

Secretarial Assistant _____
School Aide_____
Other _____
(If "Other", write in the type of work you expect to do)

Attached is a list of some activities. Beside each item, CHECK the column on the left which best describes how helpful this particular activity seems to you when performed by an aide, and also CHECK the column on the right which best describes how often you believe you will do this particular activity in the school where you expect to work or are working. If the activity does not fit the grade level of the pupils with whom you will or do work, you would check it as never likely to be done by you on the job.

Example:

Below, please practice by checking the following item which does not appear in the attached form. Discuss this exercise with the person who is showing you how to fill out this form.

HOW HELPFUL TO THE PUPILS AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE DID THIS?				(Please CHECK each item on both left and right hand sides, before checking next item.)	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?			
Very helpful	Somewhat helpful	Somewhat harmful	Very harmful	A C T I V I T I E S	Most of the time	Often	Seldom	Never
				Printing a pupil's name on his photograph				

HOW HELPFUL TO THE PUPILS AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				(Please CHECK each item on both left and right hand sides, before checking next item.)	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?**			
Very Helpful	Some-what Helpful	Some-what Harmful	Very Harm-ful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				1. Playing games with pupils (such as rhyming games, guessing games, finger games).				
				2. Giving most attention to the pupils whom you***know best.				
				3. Interesting a restless pupil in some of the available activities.				
				4. Preparing audio-visual materials such as charts at the request of the teacher.				
				5. Typing.				
				6. Helping pupils learn how to settle arguments without fighting.				
				7. Making exceptions to rules where you*** believe them to be wrong.				
				8. Stopping pupils from fighting.				
				9. Comforting and supporting a pupil who feels he has been treated unfairly by the teacher.				
				10. Listening to pupils talk about themselves.				
				11. Keeping pupils who talk slowly and hesitantly from wasting the class's time.				
				12. Talking with pupils about what they're doing when they are playing.				
				13. Listening to a pupil tell a story.				

* Or other auxiliary personnel such as assistant teacher.

** Professional personnel who check this sheet should substitute "the type of aide you are working with is" for "you are" in this question.

*** Professional personnel who check this sheet should substitute "the aide knows" for "you know ".

**** Professional personnel who check this shee t should substitute "the aide" for "you ".

HOW HELPFUL TO THE PUPILS AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				(Please CHECK each item on both left and right hand sides, before checking next item.)	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?**			
Very Helpful	Some-what Helpful	Some-what Harmful	Very Harm-ful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				14. Operating equipment such as movie projector, slide projector, tape recorder.				
				15. Checking daily on the health of pupils.				
				16. Putting away pupils' toys and materials.				
				17. Putting on and taking off all outdoor clothing of young children for them.				
				18. Giving first aid to a pupil.				
				19. Helping teachers take care of pupils in assembly.				
				20. Washing a pupil's mouth out with soap when he swears.				
				21. Talking quietly with a pupil who is upset.				
				22. Guarding doors of school.				
				23. Taking charge of a small group which is working on a special project while the teacher works with another group.				
				24. Finishing a slow pupil's work for him.				
				25. Taking a small group of pupils on a walk in the neighborhood.				
				26. Taking pupils to and from various places in school (such as lunchroom, nurse's office, principal's office, bathroom).				

* Or other auxiliary personnel such as assistant teacher.

** Professional personnel who check this sheet should substitute "the type of aide you are working with is" for "you are" in this question.

HOW HELPFUL TO THE PUPILS AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				(Please CHECK each item on both left and right hand sides, before checking next item.)	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?**			
Very Helpful	Some-what Helpful	Some-what Harmful	Very Harm-ful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				27. Preparing the questions on tests for the pupils to answer.				
				28. Preparing bulletin board displays.				
				29. Filing and cataloging materials.				
				30. Deciding what pupils need to do in classroom.				
				31. Acting out stories with pupils.				
				32. Planning the homework assignments for pupils.				
				33. Reading and telling stories to pupils.				
				34. Running a duplicating machine.				
				35. Deciding which pupils will need to work together in a reading group.				
				36. Explaining school rules to pupils.				
				37. Keeping records, such as attendance and health records.				
				38. Taking groups of children on a trip.				
				39. Deciding what trips pupils will take during the term.				

* Or other auxiliary personnel such as assistant teacher.

** Professional personnel who check this sheet should substitute "the type of aide you are working with is" for "you are" in this question.

HOW HELPFUL TO THE PUPILS AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				(Please CHECK each item on both left and right hand sides, before checking next item.)	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?**			
Very Helpful	Some-what Helpful	Some-what Harmful	Very Harm-ful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				40. Taking charge of pupils at various occasions, such as: during lunch period, in hallways and on bus.				
				41. Helping a teacher plan trips with pupils.				
				42. Deciding what a pupil should study.				
				43. Helping pupils learn how to use the bathroom.				
				44. Helping pupils learn proper use of tools and equipment.				
				45. Helping a pupil use a teaching machine.				
				46. Telling a misbehaving pupil what you really think of him.				
				47. Seeing that a pupil eats all of his lunch.				
				48. Telling a pupil what happened when he was absent.				
				49. Helping pupils move from one activity to another in the classroom.				
				50. Checking playground equipment for safety.				
				51. Taking home pupils who are sick or hurt.				
				52. Teaching pupils a subject (such as history, chemistry, arithmetic or reading).				

* Or other auxiliary personnel such as assistant teacher.

** Professional personnel who check this sheet should substitute "the type of aide you are working with is" for "you are" in this question.

HOW HELPFUL TO THE PUPILS AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				(Please CHECK each item on both left and right hand sides, before checking next item.)	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?**			
Very Helpful	Some-what Helpful	Some-what Harmful	Very Harm-ful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				53. Singing with a group of pupils.				
				54. Helping pupils get ready to put on an assembly program (such as making costumes, making scenery, listening to pupils rehearse).				
				55. Taking notes at meetings when asked.				
				56. Helping young children learn to use crayons, scissors, paste, and paint.				
				57. Attending meetings with teachers.				
				58. Spanking pupils for misbehavior.				
				59. Showing pupils how to clean up and put away materials.				
				60. Taking charge of the class when the teacher is sick for a considerable period of time, perhaps several days or a week.				
				61. Making arrangements for the use of equipment.				
				62. Helping pupil understand teacher's directions.				
				63. Checking supplies.				
				64. "Covering up" for children who cheat.				
				65. Playing a musical instrument for the pupils.				

* Or other auxiliary personnel such as assistant teacher.

** Professional personnel who check this sheet should substitute "the type of aide you are working with is" for "you are" in this question.

HOW HELPFUL TO THE PUPILS AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				(Please CHECK each item on both left and right hand sides, before checking next item.)	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?**			
Very Helpful	Some-what Helpful	Some-what Harmful	Very Harm-ful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				66. Collecting milk money, money for lunch tickets or other needs.				
				67. Helping pupils improve special skills (such as in gym, or sewing, or dancing).				
				68. Helping pupils improve their manners.				
				69. Weighing and measuring a pupil.				
				70. Lending a pupil money when asked.				
				71. Doing errands and carrying messages.				
				72. Passing out and collecting pupils' materials.				
				73. Encouraging pupils to make the most of themselves.				
				74. Sorting mail.				
				75. Helping teacher maintain a completely quiet classroom.				
				76. Helping a pupil learn to do something new and perhaps a little more difficult than he thinks he can do.				
				77. Helping prepare and serve food.				
				78. Feeding classroom pets.				

* Or other auxiliary personnel such as assistant teacher.

** Professional personnel who check this sheet should substitute "the type of aide you are working with is" for "you are" in this question.

HOW HELPFUL TO THE PUPILS AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				(Please CHECK each item on both left and right hand sides, before checking next item.)	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?**			
Very Helpful	Some-what Helpful	Some-what Harmful	Very Harm-ful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				79. Taking charge of a class while the teacher has a rest period.				
				80. Writing down what a pupil is doing.				
				81. Keeping a record of how a group of pupils work or play together.				
				82. Watering plants.				
				83. Giving a pupil a chance to show he can do something well.				
				84. Encouraging pupils to help each other.				
				85. Getting the classroom ready for the next day.				
				86. Deciding who should stay after school.				
				87. Helping pupils learn to play together (such as teaching them to take turns, share toys and other materials.				
				88. Organizing outdoor activities for class.				
				89. Watching pupils from back of classroom to prevent unruly behavior.				
				90. Helping a pupil look up information in a book.				
				91. Checking on temperature, fresh air and lighting in the classroom.				

* Or other auxiliary personnel such as assistant teacher.

** Professional personnel who check this sheet should substitute "the type of aide you are working with is" for "you are" in this question.

HOW HELPFUL TO THE PUPILS AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				(Please CHECK each item on both left and right hand sides, before checking next item.)	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?**			
Very Helpful	Some-what Helpful	Some-what Harmful	Very Harm-ful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				92. Helping pupils pick out books in the library.				
				93. Helping a teacher make arrangements for a trip.				
				94. Taking responsibility for class for a few minutes when teacher is called away.				
				95. Giving the teacher information about a pupil which will help the teacher in working with him.				
				96. ***				
				97.				
				98.				
				99.				
				100.				
				101.				
				102.				
				103.				
				104.				

* Or other auxiliary personnel such as assistant teacher.

** Professional personnel who check this sheet should substitute "the type of aide you are working with is" for "you are" in this question.

*** In blank spaces, fill in and check columns on left and right for the other activities you believe you would be likely to do, if any occur to you. Use other side of sheet, if necessary.

APPENDIX F

FINDINGS FROM ANALYSIS OF VARIANCE AND CORRELATION MATRIX

The evaluation design was conceived as essentially descriptive and developmental, with emphasis on process analysis. At the same time there was an attempt to discover relationships between independent and dependent variables which required statistical treatment of the data, both for the overall Study and for individual projects.

Two independent variables were identified:

1. Personal characteristics of and demographic data concerning the auxiliary-trainees, and

2. Aspects of the training program which differ from project to project.

The dependent variable of success in the program was measured primarily by role perceptions before and after training. In a successful program, it is hypothesized, the role perceptions of auxiliary-trainees and of the instructional staff will be more similar at the end of the training program than they were at the beginning. However, in order that the dependent variable be operationalized somewhat more directly, the instructors' evaluation of each trainee at the end of the program was also considered as a measure of success.

ANALYSIS OF VARIANCE

The Study indicates how differences in projects caused differences in role perceptions on the part of the auxiliaries. An examination of the findings of the analysis for projects in Detroit, Jackson, and Maine illumi-

nates this point. For example, in Jackson, Mississippi, the teachers and staff seemed closer in their perceptions of helpful activities than either group to the auxiliaries. This datum may be explained by the fact that both teachers and staff in Jackson came from the college community, but the auxiliaries were recruited from rural areas. In Detroit and Maine, the teachers and auxiliaries seemed closer to each other in their perceptions of "helpful" than either group to the staff. In both these projects, there was review of each practicum experience by the teacher-auxiliary team -- a possible reason for consensus. This finding does not apply to the frequency of the activities. In Jackson, there was no difference among the three groups in their perceptions of how often certain activities would be performed by the auxiliaries.

In Jackson, Mississippi, and Orono, Maine, significant F-ratios were obtained for the differences between perceptions before and after training. In Detroit, no significant pre-post differences were observed with regard to the helpfulness of activities. Possible causative factors for this discrepancy may be that both Maine and Mississippi auxiliary-trainees were from rural areas (Maine Caucasian and Mississippi Negro)[1] and had never had experience as an aide to a professional before. Both groups of auxiliaries were inclined to be somewhat modest, not to say timid, about the responsibilities they expected to assume in a classroom. In both these programs, the auxiliaries expressed delight at being trained to perform helpful and meaningful roles. The beneficial effect upon the self-image of the auxiliaries was

1 Urbanization appeared to affect role perceptions more than racial factors.

particularly apparent in these projects.

In Detroit, on the other hand, the auxiliaries (predominantly Negro) came from an urban setting and had been handpicked from among the school aides already employed by the public school system. They were selected because they appeared to have potential for upward mobility from school-aide to teaching assistant. The Detroit auxiliaries were aware of this criterion for selection, and they had high anticipation of developing the capacity to perform responsible classroom functions.

In all three projects, highly significant differences were found to exist among the clusters. This finding supports those previously discussed with regard to the clusters. (Tables XIII and XIV show the results obtained from the analyses of variance.)

CORRELATION MATRIX FOR THE AUXILIARIES' PERSONAL CHARACTERISTICS AND THE SUCCESS CRITERIA

The process of "washing out" significant individual project variations appeared to be operative when the auxiliaries' personal characteristics were considered in relation to success in the training programs. A correlation matrix on a cross-project basis revealed no overall pattern for predicting probable success of trainees in accordance with personal characteristics and demographic data. An examination of an individual project, however, indicated that trainees from a low socio-economic background responded more slowly to the training opportunities than those from a middle-class background. In the Garland Junior College program, for example, selection had been planned to insure racially integrated groups of both middle and

lower socio-economic background. In this cross-class, cross-cultural project, the middle-class trainees, both Caucasian and Negro, scored higher in terms of the established success criteria than did the lower-class trainees of both races.

Nevertheless, when all variables in personal characteristics were inter-correlated, for all subjects from all projects, with the two success criteria -- (1) achievement grade in the program, and (2) increase in mutuality of perception between auxiliaries and staff after training -- neither of the success criteria correlated with any variable.

One explanation may be the lack of differentiation in the success criteria. It has been mentioned earlier that while the auxiliaries' patterns of role perception did, in fact, move slightly in the direction of the staff's patterns after training, the shift was not appreciable since there was considerable similarity in role perceptions between auxiliaries and staff even before training. Moreover, there was lack of differentiation in the achievement grades, as well, since practically all the trainees completed the training program satisfactorily.

Despite the lack of differentiation, one major conclusion may be drawn from the correlation matrix, namely, that the differences among processes in the training programs are likely to have a greater effect on success in the program than the personal characteristics of the auxiliary-trainee.

APPENDIX G

COMPOSITE SCORES FOR ALL PROJECTS RE: AIDES' PERCEPTION OF THE HELPFULNESS OF SUGGESTED ACTIVITIES IN DESCENDING ORDER FOR POSTTEST

Note: The composite scores for the fifteen projects were computed by: 1) securing a weighted proportional frequency score for each project; 2) arranging these scores in rank-order; 3)assigning a value of 95 to rank 1, 94 to rank 2, 93 to rank 3, etc.; 4) summing the values of all projects for each item, e.g.: the item with the largest composite score had a value of 92 for Ball State, 94 for Berkeley, 58 for Howard University, 76 for Ohio, 72 for San Fernando Valley Center A, 93 for Center B, 82 for Southern Illinois, 81 for Detroit, 87 for Garland, 92 for Jackson State, 90 for Maine, 70 for N.Y.U., 85 for Arizona, 81 for Puerto Rico, 82 for Florida, and 95 for Riverside.

Cluster and Sub-Cluster		Item Description	Pre-Test	Post-Test	D
I	-Cognitive	Taking charge of a small group which is working on a special project while the teacher works with another group	1356	1330	-26
II	-Clerical	Preparing A.V. materials such as charts at the request of the teacher	1168	1242	+74
I	-Affective	Helping pupils learn how to settle arguments without fighting	1368	1233	-135
I	-Cognitive	Playing games with pupils (such as rhyming games, guessing games, finger games)	1197	1224	+27
II	-General	Preparing bulletin board displays	1129	1190	+61
III	-Teacher Function	Stopping pupils from fighting (rationale: teacher usually decides when this is necessary)	1279	1189	+10
I	-Affective	Talking quietly with a pupil who is upset	1209	1182	-27
I	-Affective	Interesting a restless pupil in some of the available activities	1288	1179	-109

Cluster and Sub-Cluster		Item Description	Pre-Test	Post-Test	D
II	-Clerical	Keeping records, such as attendance and health records	1162	1166	+4
II	-Monitorial	Taking charge of pupils at various occasions, such as: during lunch period, in hallways and on bus	1201	1157	-44
III	-Teacher Function	Taking responsibility for class for a few minutes when the teacher is called away	1128	1155	+27
I	-Affective-Cognitive	Listening to a pupil tell a story	1177	1154	-23
I	-Affective	Giving a pupil a chance to show he can do sometning well	1149	1149	0
II	-Monitorial	Helping teachers take care of pupils in assembly	1295	1148	-147
I	-Cognitive	Reading and telling stories to pupils	1170	1130	-40
II	-General	Passing out and collecting pupils' materials	862	1125	+263
I	-Affective	Helping pupils learn to play together (such as teaching them to take turns, share toys and other materials)	1207	1120	-87
I	-Affective	Encourgging pupils to make the most of themselves	937	1093	+156
I	-Cognitive	Helping young children learn to use crayons, scissors, paste, and paint	1176	1077	-99
II	-Technical	Helping pupils learn proper use of tools and equipment	1069	1072	+3
I	-Affective	Encouraging pupils to help each other	1105	1072	-33
I	-Cognitive	Singing with a group of pupils	1019	1056	+37

Cluster and Sub-Cluster		Item Description	Pre-Test	Post-Test	D
II	-Technical	perating equipment such as movie projector, slide projector, tape recorder	968	1055	+87
II	-Technical	Running a duplicating machine	883	1052	+169
I	-Cognitive	Showing pupils how to clean up and put away materials	1091	1037	-54
I	-Affective-Cognitive	Helping pupil understand teacher's directions	979	1030	+51
I	-Affective	Helping pupils improve their manners	1051	1019	-32
II	-General	Helping pupils get ready to put on an assembly program (such as making costumes, making scenery, listening to pupils rehearse)	894	1014	+120
II	-General	Getting the classroom ready for the next day	960	1913	+53
II	-Technical	Checking playground equipment for safety	1045	1000	-45
I	-Affective	Listening to pupils talk about themselves	1062	998	-64
I	-Affective	Acting out stories with pupils	934	988	+54
I	-Affective-Cognitive	Explaining school rules to pupils	993	966	-27
II	-Clerical	Filing and cataloguing materials	919	966	+47
I	-Affective-Cognitive	Giving the teacher information about a pupil which will help the teacher in working with him	1171	955	-216
II	-Escorting	Taking pupils to and from various places in school (such as lunch-room, nurse's office, principal's office, bathroom)	940	949	+9

Cluster and Sub-Cluster		Item Description	Pre-Test	Post-Test	D
II	-Technical	Checking supplies	841	913	+72
I	-Cognitive	Helping a teacher plan trips with pupils	922	885	-37
II	-Clerical	Taking notes at meetings when asked	1089	833	-206
I	-Cognitive	Helping a teacher make arrangements for a trip	780	882	+102
II	-Physical	Checking daily on the health of pupils	1090	873	-217
I	-Cognitive	Helping a pupil look up information in a book	833	861	-22
II	-Physical	Checking on temperature, fresh air, and lighting in the classroom	814	844	+30
II	-Monitorial	Taking groups of children on a trip	847	843	-4
II	-General	Doing errands and carrying messages	651	838	+167
I	-Cognitive	Helping pupils pick out books in the library	764	830	+66
I	-Cognitive	Helping pupils learn how to use the bathroom	806	824	+18
II	-Physical	Giving first aid to a pupil	952	821	-131
III	-Teacher Function	Organizing outdoor activities for class	752	808	+56
II	-General	Collecting milk money, money for lunch tickets or other needs	703	806	+103
I	-Affective-Cognitive	Helping a pupil learn to do something new and perhaps a little more difficult than he thinks he can do	720	796	+76
II	-Technical	Making arrangements for the use of equipment	841	778	-63

Cluster and Sub-Cluster		Item Description	Pre-Test	Post-Test	D
I	-Cognitive	Attending meetings with teachers	748	760	+12
I	-Affective	Helping pupils move from one activity to another in the classroom	740	755	+15
I	-Cognitive	Helping pupils improve special skills (such as in gym, or sewing, or dancing)	710	743	+33
I	-Affective-Cognitive	Talking with pupils about what they're doing when they are playing	801	742	-59
I	-Cognitive	Keeping a record of how a group of pupils work or play together	677	732	+65
II	-General	Watering plants	664	717	+53
II	-Monitorial	Watching pupils from back of classroom to prevent unruly behavior	621	695	+74
III	-Poor Practice	Helping teacher maintain a completely quiet classroom	631	692	+61
II	-Escorting	Taking home pupils who are sick or hurt	655	682	+27
II	-Clerical	Typing	632	655	+33
II	-Physical	Weighing and measuring a pupil	535	646	+111
I	-Cognitive	Telling a pupil what happened when he was absent	628	638	+10
I	-Cognitive	Playing a musical instrument for the pupils	457	632	+155
III	-Teacher Function	Taking charge of a class while the teacher has a rest period	701	598	-103
I	-Cognitive	Writing down what a pupil is doing	552	598	+46
I	-Cognitive	Taking a small group of pupils on a walk in the neighborhood	717	587	-130
III	-Teacher Function	Taking charge of the class when the teacher is sick for a considerable period of time, perhaps several days or a week	564	556	-8

Cluster and Sub-Cluster		Item Description	Pre-Test	Post-Test	D
II	-General	Feeding classroom pets	476	532	+56
II	-Clerical	Sorting mail	446	526	+80
II	-Monitorial	Guarding doors of school	515	523	+8
III	-Poor Practice	Seeing that a pupil eats all of his lunch	508	495	-13
II	-Physical	Helping prepare and serve food	472	476	+4
III	-Teacher Function	Deciding what trips pupils will take during the term	427	453	+26
III	-Teacher Function	Teaching pupils a subject (such as history, chemistry, arithmetic, or reading)	439	451	+12
III	-Poor Practice	Putting on and taking off all outdoor clothing of young children for them	442	445	+3
I	-Cognitive	Helping a pupil use a teaching machine	405	433	+28
III	-Teacher Function	Preparing the questions on tests for the pupils to answer	542	423	-119
III	-Poor Practice	Putting aways pupils' toys and materials	498	421	-77
III	-Teacher Function	Deciding what pupils need to do in classroom	452	374	-78
III	-Teacher Function	Deciding which pupils will need to work together in a reading group	473	354	-119
III	-Teacher Function	Planning the homework assignments for pupils	422	335	-87
III	-Poor Practice	Lending a pupil money when asked	226	279	+53
III	-Teacher Function	Deciding who should stay after school	345	269	-76

Cluster and Sub-Cluster		Item Description	Pre-Test	Post-Test	D
III	-Poor Practice	Keeping pupils who talk slowly and hesitantly from wasting the class's time	279	255	-24
III	-Teacher Function	Deciding what a pupil should study	301	234	-67
III	-Poor Practice	Spanking pupils for misbehavior	230	218	-12
III	-Poor Practice	Making exceptions to rules where you believe them to be wrong	216	189	-27
III	-Poor Practice	Giving most attention to the pupils whom you know best	170	162	-8
III	-Poor Practice	Comforting and supporting a pupil who feels he has been treated unfairly by the teacher	219	146	-73
III	-Poor Practice	Telling a misbehaving pupil what you really think of him	140	101	-39
III	-Poor Practice	Finishing a slow pupil's work for him	165	92	-73
III	-Poor Practice	"Covering up" for children who cheat	154	82	-72
III	-Poor Practice	Washing a pupil's mouth out with soap when he swears	135	53	-82

FIGURE II. CLUSTER I ITEMS FAVORED BY AUXILIARIES BEFORE AND AFTER TRAINING IN INDIVIDUAL PROJECTS.

Note: Proportions Are Based on the Total Number of Cluster I Items-36. For example: Ball State Has Nine Cluster I Items in Top Quartile - 9/36 = 25%.

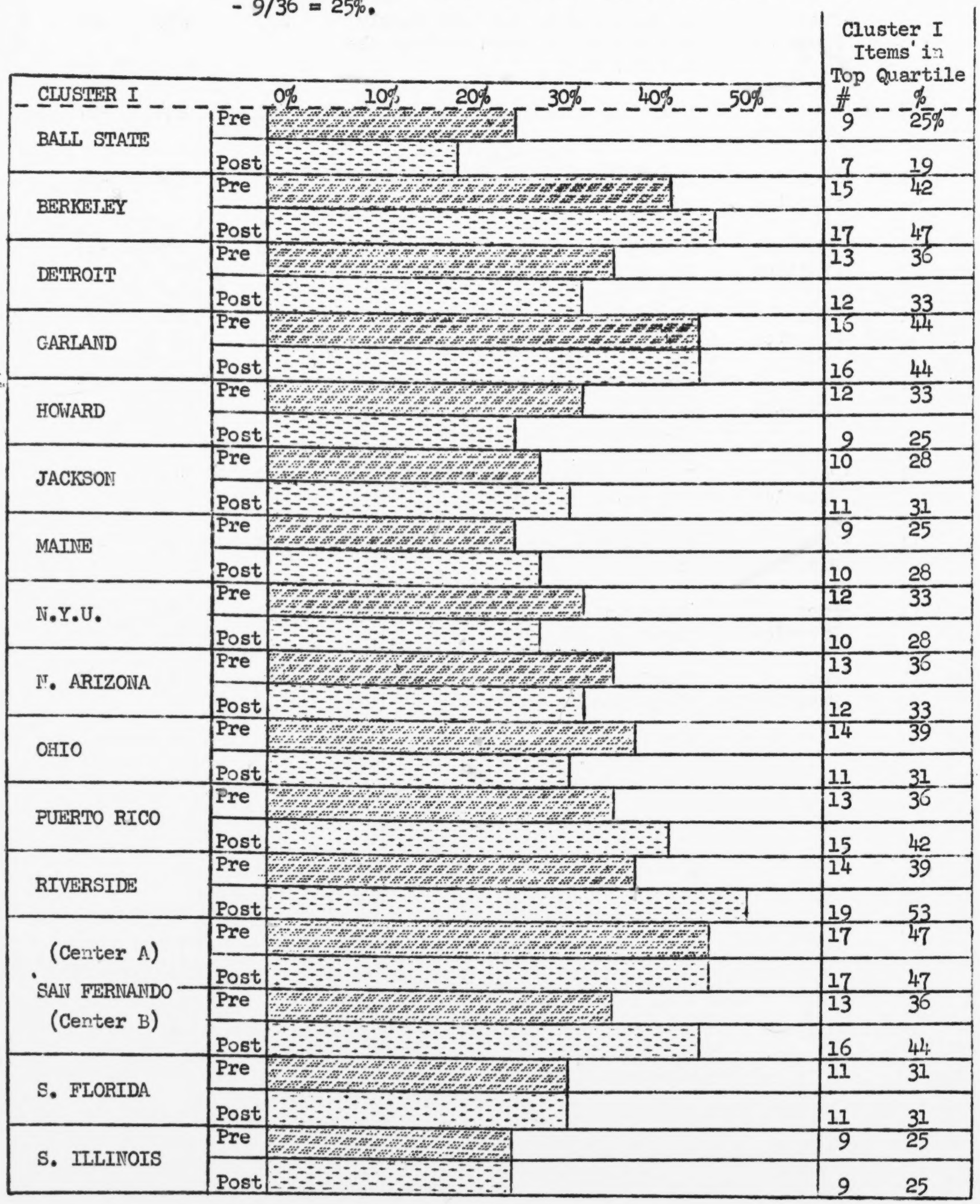


FIGURE II. CLUSTER II ITEMS FAVORED BY AUXILIARIES BEFORE AND AFTER TRAINING IN INDIVIDUAL PROJECTS.

Note: Proportions Are Based on the Total Number of Cluster II Items-32. For example: Ball State Has Ten Cluster II Items in Top Quartile - 10/32 = 31%.

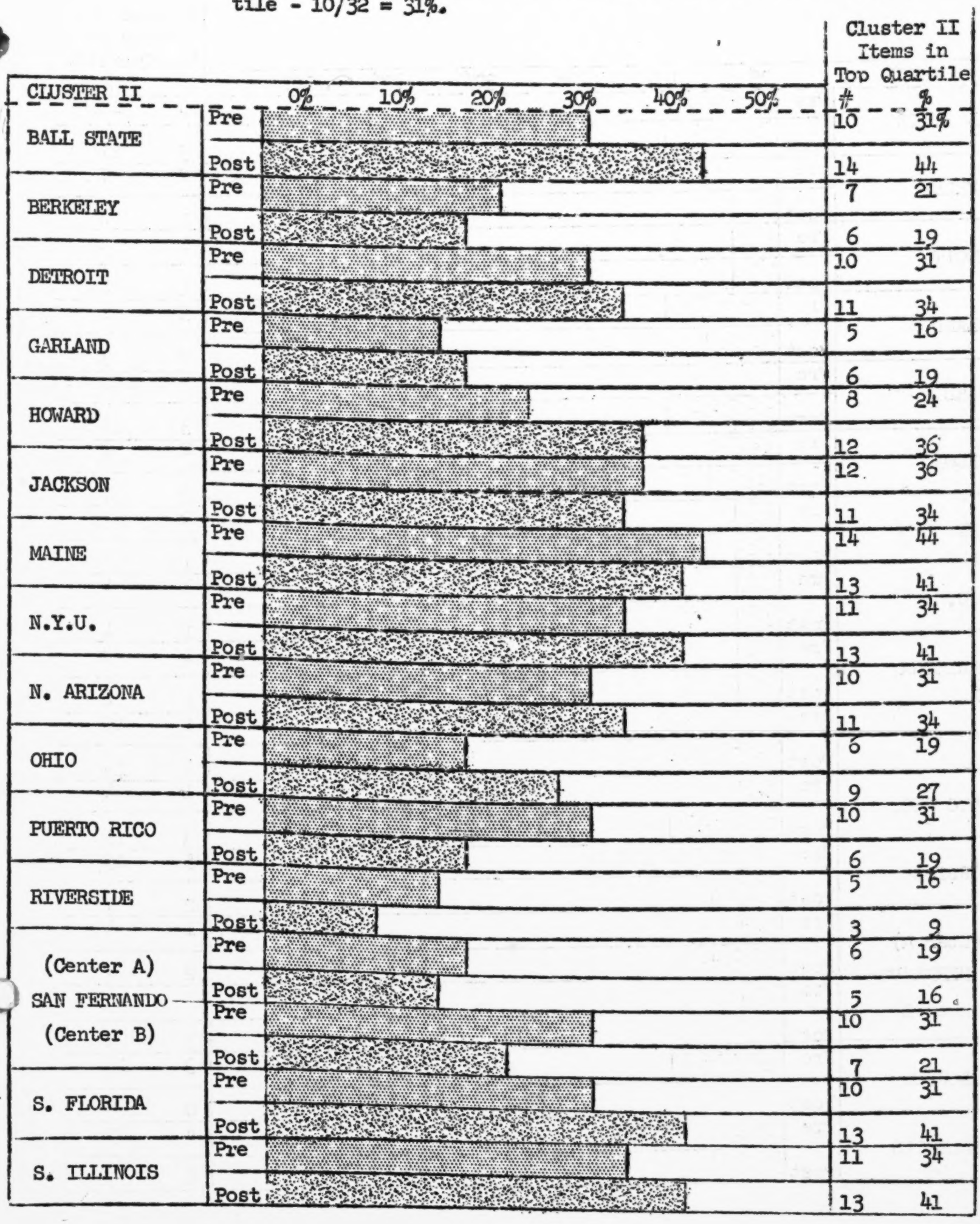
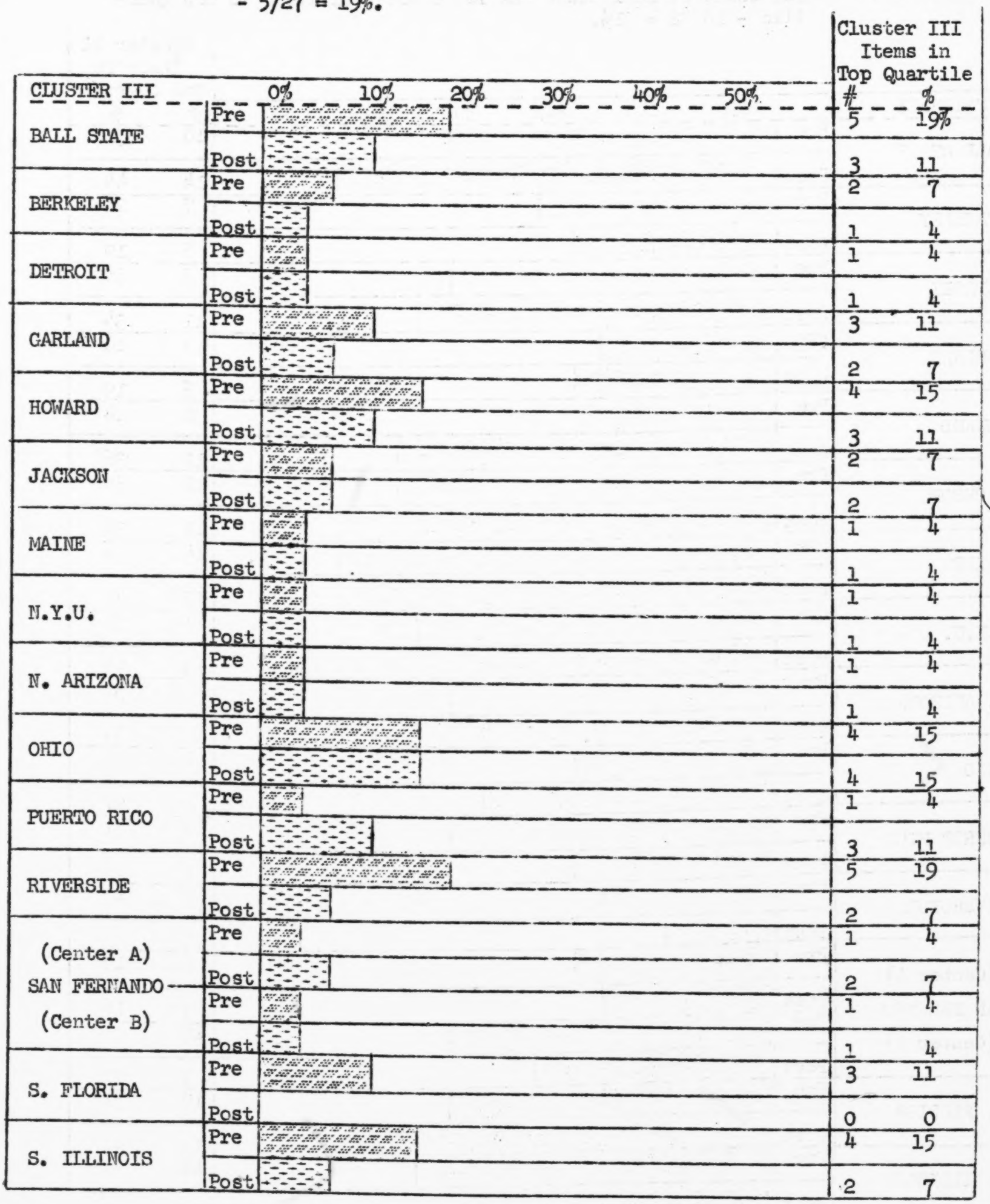


FIGURE II. CLUSTER III ITEMS FAVORED BY AUXILIARIES BEFORE AND AFTER TRAINING IN INDIVIDUAL PROJECTS.

Note: Proportions Are Based on the Total Number of Cluster III Items-27. For example: Ball State Has Five Cluster III Items in Top Quartile - 5/27 = 19%.



ABOUT BANK STREET COLLEGE OF EDUCATION:

Bank Street College of Education was founded in 1916 as an institute for educational research and school experimentation. Preparation of teachers has been a central function of the program for 30 years. Other major undertakings of the College are research in education and human development, experimental schools, field services to the public schools, and the publication of professional literature.